DOCUMENT RESUME

ED 099 803 CS 001 523

TITLE	The Evaluation of Operation Wordpower. Final Report.
INSTITUTION	Chicago Model Cities Program, Ill. Committee on Urban Opportunity.; Instructional Dynamics, Inc., Chicago, Ill.
REPORT NO	IDI-69-609
PUB DATE	Oct 70
NOTE	182p.
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; Job Satisfaction; *Program Evaluation; Reading; *Reading Improvement; *Reading Instruction; *Reading Programs; Underemployed
IDENTIFIERS	*Operation Wordpower

ABSTRACT

Operation Wordpower was created to provide a reading program which would help underemployed, nonreading adults attain a better economic position and an increased level of satisfaction. For the past two years, the program has operated in four of Chicago's Urban Progress Centers and accepts any student reading below the fifth grade level. The Wordpower Project uses the Sullivan Reading Program adapted to the Talking Typewriter format as core teaching materials. A study area is utilized in which the students complete workbooks, review their lessons, and read additional material on current events. Each day the student spends approximately 20 minutes in the Talking Typewriter booth and 20 minutes in the study area. The program is staffed with nonprofessionals trained to keep the machines performing and to minimally assist students in the study area. When the student reaches the sixth grade reading level, he either leaves the program or continues with the supplementary programs being developed. (WR)

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IDI No. 69-609

Final Report

THE EVALUATION OF

OPERATION WORDPOWER

Submitted by

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to

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14 October 1970

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INTRODUCTION

Thanks are due many people who made this evaluation possible. First, we would like to thank the Wordpower staff for their patience and help in collecting necessary data. In another vein, thanks are due the staff for proving that a quality reading program can be effectively administered to disadvantaged adults by a dedicated paraprofessional staff. Thanks are due to Mrs. Murrell Syler and the Chicago Committee on Urban Opportunity for making it possible for the Wordpower program to meet the critical reading needs of Chicago's disadvantaged adults.

Finally, special thanks are due Wordpower's Director, Mr. A. Louis Scott, for his help in carrying out the evaluation and coordinating efforts between our staff and his. Beyond this, Mr. Scott is the creator of the Wordpower concept and has provided the leadership to bring the concept to fruition. For ourselves and the many disadvantaged citizens who have directly benefited from Wordpower, we say thank you.

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CHAPTER I

A DESCRIPTION OF THE PROGRAM

Operation Wordpower was created to provide a reading program which will help the overwhelming number of under-employed, non-reading adults in our society attain a better economic position and an increased level of satisfaction. The program, which has been supported by both federal and local funds administered by the Chicago Committee on Urban Opportunity, has for the past two years operated in four of Chicago's Urban Progress Centers; Montrose center on Chicago's North Side; King Center on the South Side; and the Garfield and Lawndale Centers on the West Side. Each center is located in an area of economic deprivation.

Wordpower uses the Edison Responsive Environment Teaching Technology, the "Talking Typewriter" leased from the Responsive Environment Corporation of New York, a marketing subsidiary of the McGraw-Edison Company. The "Talking Typewriter" automated program lets the student study at his own pace and gives him immediate feedback about his mistakes without the competitive atmosphere of a classroom.[1]

The "Talking Typewriter" differs dramatically from the more traditional forms of teaching in which the instructor gives both positive and (often excessively) negative reinforcements to the student, dominating the progress and direction of his learning. The "Talking Typewriter" gives only positive reinforcement to the student leaving full control of the learning situation in his hands.

The "Talking Typewriter" is an automated electric typewriter coordinated with a slide projector, a memory drum and tape recorder playback unit, all compactly situated in a single soundproof, air conditioned booth-carrel. To activate the "Talking Typewriter", an attendant simply installs the record and slides for that day's lesson.

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1 For more information about the philosophy and development behind the "Talking Typewriter", the reader is referred to: Omar Moore, Autotelic Responsive Environments and Exceptional Children (Hampden, Conn.: Responsive Environments Foundation, Inc., 1963).

A picture of an object, for example, a truck, appears on the slide screen, captioned by a sentence, "A truck runs on a (1) road (2) ride (3) rail (4) rent. The recording reads the statement aloud and then asks the student to type the selection which best completes the sentence. The typewriter keyboard then locks so that the student can type only the correct sequence of letters, which in this case would be R-O-A-D. If the student hesitates before pressing the right key, the recorded voice asks him to "start with R" and so on, letter by letter. When the student has finished typing the correct response, the voice may ask him to continue by typing "A truck runs on a road." During this phase of the lesson, the keyboard will not be locked so the student can work in the free mode, using the printed typewriter output from previous exercises to help. After he has typed the sentence, the student can be asked to "read the sentence". This enables the student to connect sound with the spelling and, when his recorded voice is played back, he can compare his pronunciation with the announcer's. After this initial phase of the lesson, the student moves on to more complex discriminations and learning syntheses.

Since the "Talking Typewriter" is a fully self-instructional program, the Wordpower staff does not include any professional educators. The staff is trained in the operation of the booth equipment and in giving general instruction in the study area. Each center has one program assistant per two booths per shift, one supervisor per shift and one study area specialist. The program assistants select the proper program for the student each day, place it on the machine, and keep a record of the students' progress on a performance sheet. The supervisor's duties include interviewing all prospective students, and administrating the Stanford Achievement Test (SAT) and Sullivan Placement test when the student enters the program. They keep record of the initial testing scores, the placement level, and the students' attendance and performance. If a student is excessively absent, the supervisor files a follow-up report, mails a card to his home, and if necessary, drops the student from the program. The supervisor also tests students that

continue in the program after each twenty hours of machine contact to measure their progress in reading achievement. The study area specialist helps students with writing, reading, and grammar questions which arise in the study area. She often assigns additional reading materials for students who have progressed beyond the scope of the Sullivan materials, and helps students evaluate their progress in the use of grammar, punctuation, and pronunciation.

The Wordpower Project used the Sullivan Reading Program adapted to the "Talking Typewriter" format as the core teaching materials. This selection was inevitable since the Sullivan Program is the only reliable reading format available on the "Talking Typewriter". The program is intended for first to fifth graders and therefore is completely inappropriate for the interest and maturity levels of the adult Wordpower students. To compensate for this deficiency, materials more relevant to adult interests were developed to carry students to the 8th grade reading level. (the Sullivan materials end at grade four).

In addition to the "Talking Typewriter" booths, Wordpower provides a study area in which the students complete Sullivan workbooks, review their lessons, and read additional material on current events, etc. Each day the student spends approximately twenty minutes in the "Talking Typewriter" booth, and twenty minutes in the study area, although eager students are permitted to spend more time in study.

The flexibility of the "Talking Typewriter" format makes it possible to let the student visit the center on their own schedule. Although students do not receive any financial support, carfare, or babysitting expenses, Wordpower does provide a nursery for the care of pre-school children.

When the Wordpower program began functioning effectively, it drew an unexpected audience. A large number of Spanish speaking adults began coming to the center motivated not so much to learn to read as to learn English. The program proved amazingly successful in helping these people

learn to read and write English as a second language. In fact, this group, on the average, has a better attendance record, faster progress and a higher achievement rate than the other students.

To summarize, Wordpower is established in four Urban Progress Centers in Chicago. The program accepts any student reading below the fifth grade level. The instruction has relied on the Sullivan reading materials as programmed for the Edison Responsive Environment, the "Talking Typewriter," but new materials have been developed by the Wordpower staff for the fifth and sixth grade levels and are being developed now for the fourth, seventh and eighth grade levels. The program is staffed with non-professionals trained to keep the machines performing and minimally assist students in the study area. When the student reaches the sixth grade reading level, he either leaves the program or continues with the supplementary programs being developed.

CHAPTER 2

METHODOLOGY OF THE EVALUATION

The Chicago Committee on Urban Opportunity, with the approval and under the direction of the Adult Basic Education Division of the United States Office of Education, contracted with Instructional Dynamics Incorporated to carry out the evaluation of the Wordpower project. Instructional Dynamics Incorporated (IDI) is a Chicago-based firm with extensive experience in training and education programs for disadvantaged adults. IDI also runs the GATE House Chicago Program which locates employment for returning Jobcorpsmen.

The evaluation tried to compensate for the suspicion (and often resentment) which students in programs like Wordpower feel when they see outsiders "tamper" with their program, or ask personal questions. In fact, Wordpower's concern over this issue prompted them to extensively revise their forms in the Fall of 1969 to eliminate questions about which students had complained. To keep from disrupting the program and biasing the data collected, IDI decided that the evaluation should use existing Wordpower files as far as possible as the main source of personal information.

After deliberation, IDI decided to collect five computer based information files for the evaluation.

(1) A file based on the Personal Data Form developed and used by Wordpower;

(2) A file based on the initial and follow-up Stanford Achievement Test scores administered by Wordpower staff;

(3) A file based on the Weekly Progress Form used by the Wordpower staff;

(4) A file based on the structured interview developed and administered by IDI to determine student attitudes toward the program;

(5) A file based on the writing articulation test developed by IDI.

Samples of these forms and testing instruments are contained in Appendix I.

IDI's decision to use existing forms led to many difficulties. Forms were revised and to some extent the revisions were not compatible with earlier versions. Each center used its own methods and filing system, and therefore forms were often difficult to locate. Students frequently refused to answer personal items, or attempt tests, or even show up, so a lot of data was never collected. We sent our staff of interviewers and test administrators to the centers, but found that after an even week or more of vigil, we missed many students who were either "on vacation" or else had dropped out before we arrived. For these and many other reasons, we were not successful in our efforts to interview, test, and create a demographic profile for everyone, but we were able to capture a sufficiently large sample to guarantee the validity of our inferences.

The data was collected in three main efforts. In September of 1969, the IDI staff of interviewers (Sociology and Psychology students from Loyola University, University of Chicago, and the University of Illinois) interviewed the students enrolled in the program and abstracted information from the Personal Data Form and Student Progress Form. It should be noted that both the interview questionnaire and the writing test had to be read to the student individually, since they couldn't read instructions or items. Beyond this, we needed to use bilingual interviewers for the Spanish speaking students who came to the program to learn English. These difficulties combined with the irregular attendance of students made data collection a slow, arduous task. In April and May of 1970, the staff interviewed the students who had entered since the Fall, collected additional demographic information, and administered the writing pre-test. About this same time, IDI issued the preliminary evaluation report based on the information gathered the Fall of 1969. The final data gathering occurred August 1970 with the administration of the writing post-tests and a final gleaning of the Wordpower files.

To get a second point of view for the evaluation, we interviewed several staff members to get their opinions, and compiled a file of case histories of students who had directly benefited from the program. Since Wordpower was

developing several new instructional modules, an IDI reading specialist viewed and evaluated them suggesting ways to the staff of improving their technique and style.

The "core" data (from the five sources above) was keypunched, verified and placed on a magnetic tape as five separate files. Our final count included 541 interviews, 615 personal data records, 356 weekly summaries, 358 sets of writing scores, and 162 sets of reading test scores. A computer program was created to match files for comparisons so that the greatest amount of information could be saved for each step of our analysis. Delegating as much of the work as possible to the computer, enabled us to avoid the errors usually present in hand sorted work.

A variety of statistical analyses, including stepwise regression, multivariate analysis of variance, chi-square contingency analysis, and discriminant analysis, were used to interpret the data. With this report, IDI has completed the final step of the evaluation, the documentation of the statistical findings, and an interpretation of what really happened as a result of the program.

CHAPTER 3

DEMOGRAPHIC CHARACTERISTICS OF THE WORDPOWER STUDENTS

The statistical analysis of the demographic data available for 615 students is included in Table 1 tabulated as raw responses, percentages, medians, and means.

The majority of the Wordpower students in our sample were female (69.5%) probably due to the convenience of program for women at home during the day. The mean age of the sample was 30.2 years. 46.0% of the student sample were not married, 39.8% married, and 14.7% were divorced or widowed. Primary wage earners and heads of household were in the minority (42.0% and 44.3%) probably because of increased demands placed on that group. The median family size was 3.70, probably due to the large number of older students (with grown children) which Wordpower served.

Although our figures indicate that only 4.4% of the students had a physical handicap, we suspect this figure is low, since students did not receive a thorough examination. Future programs should consider employing a speech therapist, at least part time, to help students with physiological or psychological speech problems. Our preliminary study in May of 1970, based on a pre-revised form for 372 students, showed that 7.7% of the students were classified mentally handicapped, again suggesting at least part time professional help would be a valuable asset for these programs. The results of our preliminary study, based on information not available after the forms were revised in Fall 1969, are shown in Table 2. The sample represented four ethnic groups, urban Negro (having lived in a large urban center ten or more years), rural Negro, white and Spanish speaking (largely from Puerto Rico, Mexico, and Cuba. Of our sample, 47.0% were identified as urban Negro, 13.6% as rural Negro, only 2.4% as white, and, unexpectedly, 37.0% were Spanish speaking. Overall, approximately 60% of Wordpower's efforts were

TABLE 1 - DEMOGRAPHIC CHARACTERISTICS OF WORDPOWER STUDENTS

	Valid Responses	Percentage
1. Sex Distribution		
Female	403	69.5%
Male	177	30.5%
2. Age		
Mean	30.20	-
Median	27	-
3. Marital Status		
Unmarried	253	46.0%
Married	216	39.3%
Other	81	14.7%
4. Head of Household		
Not head of household	311	55.7%
Head of household	247	44.3%
5. Primary Wage Earner		
Not primary wage earner	314	58.0%
Primary wage earner	228	42.0%
6. Number in Family		
Mean	3.70	-
Median	3	-
7. Handicapped		
No	524	95.6%
Yes	23	4.4%

ABLE 1 --- continued

	Valid Responses	Percentage
8. Ethnic Group		
Urban Negro	266	47.0%
Rural Negro	77	13.6%
White	14	2.4%
Spanish Speaking	209	37.0%
9. Number of Dependents		
Mean	4	-
Median	4	-
10. Military Service		
Veteran	7	1.8%
Rejected	2	.5%
Other -Non-vet	351	97.7%
11. Previous Job Training		
None	271	54.9%
Mechanical Trades	10	2.0%
Building Trades	8	1.6%
Food Trades	15	3.0%
Office - Clerical	30	6.2%
Sales	3	.6%
Neighborhood Youth Corps.	20	4.2%
Factory	57	11.5%
Other	79	16.0%
12. Referral		
Self	68	13.3%
Operation Outreach	165	32.3%
Other Manpower	279	54.4%
13. Months in Chicago		
Mean	63.65	-
Median	99	-

TABLE 1 --- continued

	Valid Responses	Percentage
14. Changes in Residence in Past Two Years		
No Changes	277	63.8%
One Change	93	21.4%
Two Changes	30	6.9%
Three or More Changes	34	7.9%
15. Region with Majority of Training		
South	146	27.9%
Other U.S.A.	17	3.2%
Chicago Area	166	31.7%
Outside U.S.A.	194	37.2%
16. Library Card		
No	449	90.3%
Yes	48	9.7%
17. Reason for Leaving School		
Graduation	113	23.4%
Work	135	27.9%
Other	235	48.7%
18. Blocks from Site		
Mean	12.60 - 1.5 Miles	-
Median	10	-
19. Reason for Applying		
Employment Opportunity	392	79.6%
Other	100	20.4%

TABLE I --- continued

	Valid Responses	Percentage
21. Barriers to Attendance		
None	416	88.7%
At Least One	53	11.3%

aimed at Black ghetto residents, while the remaining 40% were spent on the Spanish community.

The preliminary study, accessed information about the sources of income for the 372 students sampled. It was found for that sample that 70.8% of the students did not receive any type of public assistance, and 37.8% were regularly employed. Although the "hard" data is not available, we believe most of the employed Wordpower students are desperately under-employed. In interviewing students, it was not unusual to find that a bright, eager individual had to travel one or two hours on public transportation to perform menial labors as a custodian. In fact, students who "stick" in the program are generally an admirable group of people who work long, tedious hours, and spend their spare time at the Wordpower Center with the hope of earning a better living for their family. For most of the students, Wordpower is the only Federal program that has ever directly helped them.

In the preliminary study, it was found that Wordpower students were workers. 14.4% had worked one to two years, 21.7% had worked three to nine years, and 23.7% had worked ten or more years. The two largest catagories of jobs were factory work (31.4%) and the food-service trades (12.4%). Most of the students (54.9%) had never received job training of any kind, with the two most common areas of training being factory work and office-clerical duties. 32.3% of the students were referred to the program by Project Outreach based at the Urban Progress Centers; 54.4% were referred by other agencies, and 13.3% entered without an outside referral.

In general, the students are stable residents of Chicago, only 15% having made more than a single move in the past two years, with an average residence of 5 years, 4 months.

27.9% of the students had been schooled in the South, 31.7% in Chicago, and 37.2% outside the U. S. A. The preliminary study showed that the median educational level attained by the students was 8th grade, 27.2% dropping out to work, and 16.1% to marry. In general, Wordpower students are used to educational failure.

TABLE 2

CHARACTERISTICS OF WORDPOWER STUDENTS
PRE-REVISED FORM - FALL 1969

	Initial Sample	Percentage
1. Speech or Language		
No speech difficulty	157	57.9
Foreign Language	88	32.5
Lack of Knowledge	21	7.7
Physical	5	1.8
2. Public Assistance		
No	213	70.8
Yes	88	29.2
3. Labor Status		
Unemployed	188	57.8
Underemployed	10	3.1
Employed	123	37.8
Part Time	4	1.2
4. Reason Unemployed		
In School	17	15.9
Health	5	4.7
Disability	6	5.6
Family Responsibilities	42	39.3
Lack of Skills	12	11.2
Lack of Education	2	1.9
Pregnancy	1	0.9
Other	16	14.6
Senior Citizen	6	5.6

TABLE 2 - -- continued	Initial Sample	Percentage
5. Salary - Last Job		
Mean	$1.84	
6. Weeks Employed		
Mean	36.3	
7. Years Employed		
Less than one year	69	39.9
One to two years	25	14.4
Three to nine years	38	21.7
Ten and over	41	23.7
8. Type of Job		
Factory	58	31.4
Mechanical	11	5.9
Office - Clerical	14	7.6
Sales	5	2.7
Building Trades	3	1.6
Food Service Trades	23	12.4
Managerial	1	0.5
Other	52	28.1
Neighborhood Youth Corps	18	9.7
9. Income - Per Hour		
Mean	$2.21	
10. Total Income		
Mean	$3,568	
11. Occupational Goal		
Factory Work	14	6.5
Mechanical	18	8.3
Office - Clerical	40	18.4

TABLE 2 ---continued	Initial Sample	Percentage
11. Occupational Goal		
Sales	4	1.8
Building Trades	1	0.5
Food Trades	3	1.4
Managerial	0	0
Technical	8	3.7
Professional	41	18.9
Service	11	5.1
Other	29	13.4
Don't Know	44	20.3
Senior Citizen	4	1.8
12. Type of Residence		
Chicago Housing Authority	52	18.2
Private Rental	220	77.2
Own	13	4.6
13. Changes in Residences in Past Two Years		
No Changes	130	54.6
One Change	64	26.9
Two or More Changes	44	18.5
14. Highest Grade		
Mean	8.04	
Less than 8th Grade	94	
15. Reason for Leaving School		
Graduation	58	22.2
Pregnancy or married	42	16.1
Work	71	27.2
Discipline	8	3.1

TABLE 2 --- continued	Initial Sample	Percentage
15. Reason for Leaving School		
Poor Grades	7	2.7
Illness	10	3.8
Lack of Money	3	1.1
Other	62	23.8

79.6% of the Wordpower students sampled, entered to improve their employment potential. This figure should not mask the fact that nearly all the students hoped the reading program would help them with everyday activities, like shopping, reading the newspaper - even riding public transportation. Many of the students reported that their increased reading ability helped them do things they had never had the confidence to attempt before; things most readers take for granted.

In Summary - Wordpower reaches a group of people most of whom dropped out of school and are underemployed. The students, in general, work hard and have never been directly helped by any other Federal Program. Students want to learn to read both to improve their employment opportunities and to increase their confidence in attacking everyday tasks.

CHAPTER 4

WHAT ARE THE ATTITUDES TOWARD WORDPOWER?

This chapter summarizes the responses of the 541 Wordpower students interviewed during the evaluation. Table 3 records the responses as both raw scores and per cents.

Other Reading Programs

Of the 492 students responding to this question, only 49 (10%) indicated they had previously attended a reading program. These 49 had participated in a total of 12 different kinds of reading programs sponsored by local universities (15%), the Chicago Board of Education (20.5%), and other Manpower agencies (41%). 62.3% of this group felt the previous reading program had helped with general reading and writing ability, but 37.7% did not feel the previous program benefited them at all.

Although 388 students (79.4%) indicated they would enter another program if Wordpower were not available, only 68 were able to name a program they could enter. The data show that Wordpower is serving people who want to learn to read, but really would not know where to turn if Wordpower were not available, or even fail if they entered in a less individualized program.

The Things Which Prompted Students to Enter the Wordpower Project

Of a total of 453 responses, 118 students (26.0%) indicated that learning English was their most important goal for working in the Wordpower project (these responses came overwhelmingly from the two sites with a large Spanish-speaking population), and 43 were drawn to the program because of the Talking Typewriter. The attractiveness of the Typewriter format was enhanced at one Center, which offered a touch typing program in conjunction with Wordpower. Other reasons for entering were spelling, getting a better job, being able to read more rapidly, improving writing, pronunciation, and vocabulary.

Important Characteristics of the Program

Of the 493 students responding, 336 (68.2%) said it was important that the Wordpower Center was near home; 395 (79.6%) said it was important that they

TABLE 3

RESPONSES TO THE WORDPOWER QUESTIONNAIRE

(These results are based on the 541 interviews given by our staff)

1. Have you been in a reading program before other than in school?

	No. of Res.	Percentage
No	443	90%
Yes	49	10%
A. What was the program called?		
College Night	6	15%
Manpower	16	41%
Bd. of Educ.	8	20.5%
Other	9	23.5%
B. Did you finish?		
No	29	64%
Yes	16	36%
C. Did the program help you?		
No	23	37.7%
Yes	38	62.3%

2. If we didn't have this program, would you try to enter some other reading program?

No	101	20.6%
Yes	388	79.4%
A. Do you know of another program?		
Definitely Know	68	68%
Questionable	32	32%

3. What things about the program were important to you when you decided to enter the program?

Typewriter	43	9.5%
Learn Eng.	118	26 %
Other	292	64.5%

TABLE 3 --- continued

3. What things about the program were important to you when you decided to enter the program?

A. Answer "Yes" to any of the following that were very important and "No" to the others.

It was near your home	No. of Res.	Percentage
No	157	31.8%
Yes	336	68.2%
You could work at your own speed		
No	101	20.4%
Yes	395	79.6%
You could work by yourself		
No	131	26.5%
Yes	364	73.5%
You could choose the time to come		
No	96	19.4%
Yes	400	80.6%
You could bring children to the nursery		
No	320	65%
Yes	172	35%
You didn't have to compete with other students		
No	209	42.3%
Yes	285	57.7%

4. Do you have any newspapers at home?

No	111	22.4%
Yes	385	77.6%

A. Where do you get your newspapers?

Delivered	152	38.9%
Buy Them	213	54.5%
Library	2	.5%
From friends or relatives	24	6.1%

TABLE 3 --- continued	No. of Res.	Percentage
5. Do you have magazines at home?		
No	139	28.1%
Yes	355	71.9%
A. Where do you get the magazines?		
Delivered	102	28.2%
Buy them	213	58.8%
Library	3	.8%
From friends or relatives	44	12.2%
6. Do you have books at home?		
No	79	16%
Yes	416	84%
A. Where do you get your books?		
Buy them	283	67.7%
Library	64	15.4%
From friends and relatives	71	16.9%
7. What do you like to read most?		
Books	274	56.5%
Magazines	103	21.3%
Newspapers	108	22.2%
A. Why do you like to read?		
For enjoyment	206	42.7%
For study	206	42.7%
For shopping and around the home	30	6.2%
Other	41	8.4%
8. Do you read newspapers?		
No	79	16.1%
Yes	412	83.9%

TABLE 3 --- continued	No. of Res.	Percentage
A. What sections do you turn to?		
Headlines - Front page		
No	165	34%
Yes	320	66%
Sports		
No	306	63.1%
Yes	179	36.9%
Comics - funnies		
No	327	67.6%
Yes	157	32.4%
Want Ads		
No	272	56.1%
Yes	213	43.9%
Store advertisements or sales		
No	254	52.4%
Yes	231	47.6%
9. What things couldn't you do before the program?		
Read ads		
No	236	51.5%
Yes	222	48.5%
Answer ads		
No	230	49.4%
Yes	231	49.5%
Fill out job forms		
No	224	48.7%
Yes	236	51.3%
Free Form		
Speak	35	38.5%
Other	56	61.5%

TABLE 3 --- continued	No. of Res.	Percentage
10. What things can you do better because of the reading you learned here?		
Read ads		
No	176	35.7%
Yes	317	64.3%
Answer ads		
No	222	45.1%
Yes	270	54.9%
Fill out job forms		
No	207	42%
Yes	284	58%
Better job		
No	202	41.1%
Yes	290	58.9%
Other		
Spelling	19	
Reading	18	
Writing Related Skills	51	
11. Highest Grade Achieved		
Mean	8.49	
Median	9	
12. Do you plan to get more schooling?		
No	87	17.7%
Yes	404	82.3%
13. How do your friends or family help you succeed in this program?		
Do they help with chores?		
No	276	59.6%
Yes	187	40.4%

TABLE 3 --- continued	No. of Res.	Percentage
13. How do your friends or family help you succeed in this program?		
Do they babysit?		
No	334	71.8%
Yes	31	28.2%
Do they give carefare?		
No	351	75.8%
Yes	112	24.2%
Do they help with reading?		
No	291	61.5%
Yes	182	38.5%
Do they want you to get ahead?		
No	61	12.6%
Yes	424	87.4%
14. What do the people you live with read?		
Do they read books?		
No	142	30.4%
Yes	325	69.6%
Do they read magazines?		
No	166	35.6%
Yes	300	64.4%
Do they read newspapers?		
No	108	23.2%
Yes	358	76.8%
Do they read other things?		
No	373	83.4%
Yes	74	16.6%
A. What are those other things?		
Newspaper related	27	40.9%
Instructional related	39	59.1%

TABLE 3 --- continued	No. of Res.	Percentage
15. Are you most interested in learning to read:		
For Enjoyment	72	14.7%
For Study	262	53.5%
For Job Opportunity	156	31.8%
16. What do you like to read about most?		
How to do things		
No	273	59,6%
Yes	185	40.4%
Adventure and Action		
No	248	54.1%
Yes	210	45.9%
News		
No	311	66.3%
Yes	158	33.7%
Stories about real people		
No	244	51.9%
Yes	226	48.1%
Sports		
No	301	65.9%
Yes	156	34.1%
Other		
Religious Stories	53	52.5%
Other Stories	48	47.5%
17. Are the stories on the typewriter interesting?		
No	221	45.2%
Yes	268	54.8%
A. Are they about important things?		
No	50	10.3%
Yes	434	89.7%

TABLE 3 --- continued	No. of Res.	Percentage
18. Should more time be spent with students working with the instructor?		
No	118	24.2%
Yes	370	75.8%
19. What would you like to spend more time with the instructor doing?		
Asking questions about the program		
No	349	71.8%
Yes	137	28.2%
Getting special hel p		
No	273	56%
Yes	214	44%
Working on writing		
No	214	44%
Yes	273	56%
Other		
More machine	142	68.9%
More outside help	35	17.0%
More time	29	14.1%
20. What would you like to spend more time on?		
On the Talking Typewriter	303	68.2%
In the reading center	141	31.8%
21. How much time outside of the Center do you spend reading each day?		
None	123	25%
10 minutes or less	139	28.3%
20 to 30 minutes	167	33.9%
Over 30 minutes	63	12.8%
22. Was what you learned helped you with:		
Reading signs, labels and instructions:		
No	238	48.2%
Yes	256	51.8%

TABLE 3 --- continued	No. of Res.	Percentage
22. Was what you learned helped you with:		
Reading for enjoyment		
No	293	59.7%
Yes	198	40.3%
Reading to learn something		
No	182	37.1%
Yes	309	62.9
Reading want ads		
No	189	38.4
Yes	303	61.6
Reading to do better on a job		
No	186	38%
Yes	303	62%

could work at their own speed; 364 (73.5%) said it was important that they could work by themselves; 400 (80.6%) said it was important that they could choose their own schedule; 172 (35%) said it was important that they could bring children to the nursery; and 285 (57.7%) said it was important that they did not have to compete with the other students. To students, the most important characteristics of the program are the flexible scheduling and individualization of instruction, with the location and privacy as significant secondary concerns.

Reading Materials in Student Homes

A total of 385 students (77.6%) indicated they have newspapers in their homes. Of this group, 213 (54.5%) buy their papers at the stand; 152 (38.9%) have them delivered, and only 24 (6.1%) get them from friends.

A total of 355 students (71.9%) reported they kept magazines in their home. Of this group, 213 (58.8%) bought them at a newsstand; 102 (28.2%) had them delivered; 44 (12.2%) got them from friends and relatives, and only 3 (.8%) read them in a library.

With regard to books, a total of 416 students (84%) indicated that they had books in their home. Of this group, 283 (67.7%) indicated they bought their books themselves; 71 (16.9%) indicated they borrow books from friends; and only 64 (15.4%) indicated that they got them from the public library.

412 students (83.9%) indicated they read newspapers; approximately 66% read the headlines; 48% the advertisements; 44% read the want ads; and approximately 35% read the comics and sports. In general, reading materials are available in the homes of Wordpower students, an important motivating factor. However, the per cent of students using the library is disappointingly small, which suggests it might be worthwhile to explore having the Public Library conduct orientation classes.

Practical Benefits to Students

222 students (48.5%) indicated that they were not able to read employment ads when they entered the program; 49.5% indicated that they were unable to

answer employment ads; and 51.3% indicated they were unable to fill out required job forms. When asked how the program had helped, 317 students (64.3%) felt they had increased their ability to read employment ads; 54.9% indicated they had increased their ability to answer employment ads; 58% indicated that they were better able to fill out job forms; and 58.9% indicated that they felt the program prepared them for an upward movement in jobs.

Support from the Home

The Wordpower students are highly motivated to succeed in their future endeavors. Although on the average, they have only an eighth grade education, 404 students (82.3%) indicated they plan to get more schooling beyond Wordpower.

Responding to the question, "How do your friends or family help you succeed," 187 students (40.4%) indicated that they receive help with their household duties; 131 (28.2%) receive help with baby sitting (of course, a number of people in the program do not have children); 112 (24.2% are helped with carefare expenses; 182 (38.5%) receive direct help at home with their reading problems; and 424 (87.4%) report they are encouraged by their family to succeed.

Reading Preferences

A total of 274 students (56.5%) said they most like to read books; 103 (21.3%) like to read magazines best; and 108 students (22.2%) like to read newspapers best.

In response to why they like to read, 206 students (42.7%) said their principal motivation was enjoyment; 206 (42.7%) indicated it was study; and only 30 (6.2%) indicated they most like to read for shopping and household duties.

Discussing what they most like to read, 185 (40.4%) indicated they enjoy reading how to accomplish something; 45.9% indicated they liked to read about adventure and action; 3.7% indicated they liked to read the news; 48.1% indicated they like to read biographies; and 34.1% indicated they liked to read about sports. Obviously, the ability to read instructions is an important skill to these students.

Student Evaluation of the Reading Materials

A total of 268 students (54.8%) indicated that they found the material on the typewriter interesting; and 89.7% believed the programs were relevant. These percentages are much higher than expected, since the Sullivan materials are intended for children, and therefore do not satisfy the interest or maturity levels of adults. It is likely that these highly favorable responses are meant for the Talking Typewriter as a teaching tool and not the materials themselves. In fact, the Wordpower program is trying to respond to student criticisms of the materials by programming a series of adult oriented modules. The instant success and popularity of these materials indicates they have filled an important gap in the program.

370 students (75.8%) indicated they would like to spend more time with the instructor reviewing their lessons. A total of 137 (28.2%) would like to ask questions not answered by the program; 214 (44%) would like to get special help; and 273 (56.0%) want additional work on writing. The two most significant points are: (1) students want some personalized help in addition to the machine; and (2) students want to spend more time working on their writing, as well as reading.

A total of 303 students (68.2%) would like to spend more time each day on the Talking Typewriter, and 141 (31.8%) indicated they would like to spend more time in the reading center.

A total of 155 students or 68.3% of the responders, attributed their success to the Talking Typewriter; and 26% indicated it was the entire Reading Center. It is likely that the 26% response, indicating the Center, really reflects the combined influence of the Talking Typewriter and the study area together rather than just the study area.

In responding to "How much time do you read each day", 139 students (28.3%) indicated they spend 10 minutes or less reading each day; 167 (33.9%) are reading 20 to 30 minutes per day; and 63 (12.8%) spend over 30 minutes outside the Center reading.

Answering the question "What the program has most helped you read", 256 students (51.8%) indicated they had been helped in reading signs, labels, and instructions; 19 (40.3%) indicated that they were able to do more reading for enjoyment; 309 (62.9%) believed they are better able to study. 189 (61.6%) indicated they are better able to read want ads, and 303 (62.0%) believe they are more effective in their daily work.

The Wordpower students are reading outside the Center to exercise their skills and believe they are more capable in both the occupational and personal sense.

Summary

The responses to the interview show that Wordpower students are anxious to learn to read to raise their occupational potential, and increase their feeling of personal fulfillment. The majority have never participated in any other educational program, and, if Wordpower closed, probably wouldn't know where to go for more help.

The most attractive features of the program are the individualized instruction format, the flexible scheduling capability, and the complete privacy of the REC booth.

Student attitudes toward the program are overwhelmingly positive. For most, it is the only kind of educational program in which they can participate, since it fits their work schedule.

Students are encouraged at home to succeed in their study, both by direct help and the availability of magazines and newspapers. Students spend about 20 to 30 minutes each day reading outside the Center.

The most important finding in this section, is that students feel more able and confident in finding a job and then keeping it. They view their improved reading ability as a stepping stone to a better life for themselves and their families.

CHAPTER 5

WHY DO STUDENTS DROP OUT?

As it turns out, the student drop out rate is critical to Wordpower, since meaningful progress in the program depends on regular attendance. To examine the dropout issue as closely as possible, the information available in the personal data files of our original sample, was analyzed to determine those variables which affect the drop out rate.

Our first effort to statistically analyze the variables using multiple discriminate analysis failed, since the procedure required that all data be available for every case. Since some data seemed always to be missing on the forms for any given student, multiple discriminate analysis would have reduced our drop vs. non-drop comparison groups to the size of three or four students. As an alternative, analysis of variance (ANOVA) and Chi-square contingency analysis was used to locate differences between the groups.

We began by identifying three groups. The first group was composed of 269 individuals who were either currently enrolled in the program in the Fall of 1969, or had finished. The second group included 80 students who had dropped out of the program after less than two months of sustained attendance. The final group consisted of 51 students who were enrolled in the program, but did not appear during the four weeks we collected data. We classified these people as "ghosts". It is likely that this group ultimately could be reclassified as either non-drops or drop outs. For the purpose of the analysis, however, it was most feasible to use the ghosts as a separate group representing erratic attendance. Four important variables distinguished among the groups. The first characteristic was age. The mean for the non-drop group was 33, and the mean for the dropout group was 28, indicating older students were more stable in their attendance. The second statistically significant difference among the groups was the number of strokes students completed per day. The non-drop group completed an average of 325 as opposed to only 283 for the dropout group.

TABLE 4

ANALYSIS OF VARIANCE FOR DROPOUTS VS. OTHERS

Variable	Non-Drop Mean	"Ghost" Mean	Dropouts	F Ratio
Age	33.076	27.380	27.988	F (2, 364) = 7.1269**
Number in family	3.920	3.923	4.217	F (2, 279) = .3740
Personal income	$2.09/hour	$1.83/hour	$1.85/hour	F (2, 76) = .1631
Family income	$3,533/year	$3,564/year	$3,436/year	F (2, 70) = .0151
Highest grade attained	7.53	8.55	8.12	F (2, 199) = 1.2526
Distance to the Center	11.07 blocks	9.93 blocks	11.53 blocks	F (2, 309) = .2661
Sullivan Placement Test	2.401	3.429	2.633	F (2, 362) = 5.2430**
Strokes per day	325.01	282.02	233.51	F (2, 369) = 2.9911*
Knowledge (rated by assistants, three point scale)	21.81	15.32	9.14	F (2, 369) = 7.0411**
Interest (rated by assistants, three point scale)	20.20	10.20	14.50	F (2, 369) = 3.5946**

* $p < .05$

** $p < .01$

The non-drop group was working 50 per cent faster than the dropout group, and therefore was less subject to boredom and frustration. This is probably evidence for higher motivation on the part of the non-drop group. The third and fourth variables were the knowledge and interest levels rated by unit assistants. It was found that the non-drop group scored consistently higher in both the knowledge and the interest while they worked in the booth. Of a possible 30 points, the non-drop means were 21.81 and 20.0, whereas the dropout means were only 9.14 and 14.50. Clearly, the dropouts and ghosts were students who failed to achieve satisfactorily in the program.

Several discrete variables were cross-tabulated with drop classification. Two statistically significant relationships were found. Non-drop students had a significantly higher Spanish-speaking representation than the dropout groups, indicating that the Spanish-speaking students in general, are more likely to persevere. The second significant variable was the stated reason for enrolling. It was found that the non-drop students were significantly more motivated by employment opportunity than either the ghosts or the dropouts (72.8% for the non-drops, vs. 49% for the dropouts).

These facts indicate that the dropout is usually a younger, Black student who has not seriously enrolled to get a better job. He is less motivated as evidence by his lack of daily progress and lower knowledge and interest ratings.

Table 6 documents the entry and dropout rates for each of the four Wordpower sites between December 1969 and August 1970. Table 6 shows that, in general, the new enrollment each month roughly equals the drops. Although there are fluctuations, this trend is uniform among the Centers. It is likely that the present organization for Wordpower (four concentrated sites) is responsible for the lack of growth in the program. The four Centers have established a volume which is dynamically maintained, and efforts to move above that level seem to be fruitless. The future of the program will depend on analyzing the need for each area, and then supplying only enough

TABLE 5

CHI-SQUARE CONTINGENCY ANALYSIS FOR DROPOUTS VS. OTHERS

Sex, With Column Percents

	Non-Drops	"Ghosts"	Dropouts
Females	54 (22%)	15 (29.4%)	24 (30%)
Males	185 (77%)	36 (70.6%)	56 (70%)

Chi-Square (2) = 2.322

Ethnic Group, With Column Percents

	Non-Drops	"Ghosts"	Dropouts
Negro	150 (65.8%)	34 (82.9%)	53 (81.5%)
White	8 (3.5%)	0 (0.0%)	2 (3.1%)
Spanish	70 (30.7%)	7 (17.1%)	10 (15.4%)

Chi-Square (4) = 10.143*

Economic Assistance With Column Percents

	Non-Drops	"Ghosts"	Dropouts
None	149 (73.8%)	21 (51.2%)	43 (74.1%)
Receiving public assistance	53 (26.2%)	20 (48.8%)	15 (25.9%)

Chi-Square (2) = 8.767*

Employment History With Column Percents

	Non-Drops	"Ghosts"	Dropouts
None	130 (60.5%)	23 (52.3%)	44 (67.7%)
At least one job	85 (39.5%)	21 (47.7%)	21 (32.3%)

Chi-Square (2) = 2.648

* $p < .05$

** $p < .01$

TABLE 5 (continued)

Region Where Raised, With Column Percents

	Non-Drops	"Ghosts"	Dropouts
Far South	69 (34.0%)	10 (30.0%)	12 (33.3%)
South	9 (5.4%)	2 (6.9%)	0 (0.0%)
Midwest	58 (28.6%)	15 (45.4%)	16 (44.4%)
Foreign	65 (32.0%)	6 (17.6%)	8 (22.2%)

Chi-Square (6) = 8.324

How Referred, With Column Totals

	Non-Drops	"Ghosts"	Dropouts
Self	42 (20.7%)	9 (23.1%)	4 (10.0%)
Other	161 (79.3%)	30 (76.9%)	39 (90.0%)

Chi-Square (2) = 2.800

Reason for Enrolling

	Non-Drops	"Ghosts"	Dropouts
Employment	147 (72.8%)	24 (66.7%)	24 (49.0%)
Adult Education	36 (17.8%)	8 (22.2%)	16 (32.7%)
Recreation	16 (7.9%)	4 (11.9%)	4 (8.2%)
Other	3 (1.5%)	0 (0.0%)	5 (10.2%)

Chi-Square (6) = 19.755**

* $p < .05$

** $p < .01$

TABLE 6

NEW ENROLLEES AND DROPS AT THE WORDPOWER SITES

Center	December 1969		January 1970		February 1970		March 1970	
	New Enrollees	Drops	New Enrollees	Drops	New Enrollees	Drops	New Enrollees	Drops
Garfield	6	4	50	40	28	19	35	30
King	11	8	17	23	18	14	24	36
Lawndale	19	31	8	49	8	1	78	56
Montrose	18	16	28	5	16	33	21	18
TOTAL	54	59	103	117	70	67	158	140

Center	April 1970		May 1970		June 1970		July 1970	
	New Enrollees	Drops	New Enrollees	Drops	New Enrollees	Drops	New Enrollees	Drops
Garfield	33	51	26	24	22	36	30	47
King	17	7	11	14	19	16	7	17
Lawndale	27	32	17	8	37	13	30	108
Montrose	32	37	14	6	14	36	17	18
TOTAL	109	127	68	52	92	101	84	184

TABLE 7

RESPONSES TO THE WORDPOWER STAFF QUESTIONNAIRE

FALL 1969 AND FALL 1970 COMBINED

Question 1a - What kind of people enroll in this program?

	Staff Response	Per cent of Response
People wanting to improve	20	31.7
People on assistance	9	14.3
School drop outs	11	17.5
Spanish wanting to learn English	11	17.5
Unemployed	4	6.3
Illiterates	8	12.7
Total tabulated response	63	

Question 1b - What seems to be their main reason for enrolling?

	Staff Response	Per cent of Response
To upgrade employment	32	53.3
To learn English	10	16.7
To improve in reading ability	12	20.0
To enjoy reading more	6	10.0
Total tabulated response	60	

Question 2a - What kind of people drop out of the program?

	Staff Response	Per cent of Response
Those with personal problems	15	25.4
Those not learning	14	23.6
Those not motivated	10	16.4
Those with job conflicts	9	15.2
Those who need money for transportation	10	16.9
Total tabulated response	59	

TABLE 7 CONTINUED

Question 2b - Why do they drop out?

	Staff Response	Per cent of Response
Personal problems	24	23.5
Need money for transportation	14	18.6
No school credit	3	2.9
Program is not challenging	16	15.7
No motivation	14	13.7
Job conflict	13	12.7
Health	4	3.9
Not learning	9	9.0
Total tabulated response	102	

Question 3a - What do you like best about this program?

	Staff Response	Per cent of Response
Helping others	28	68.3
Meeting people	13	31.7
Total tabulated response	41	
Why?		
Satisfaction in helping	30	54.6
Self improvement of student	20	36.3
Can help job opportunities	5	9.1
Total tabulated response	55	

Question 3b - What do the enrollees like best about the program?

	Staff Response	Per cent of Response
Machines	34	58.6
Privacy	12	20.7
Supplementary materials	9	15.5
Time factors for work	3	5.2
Total tabulated response	58	

TABLE 7 CONTINUED

Question 3b (continued)

	Staff Response	Per cent of Response
Why?		
Because they learn	24	52.2
Privacy	16	34.8
Because they can get jobs	3	6.5
Personal attention	4	8.5
Total tabulated response	47	

Question 4 - What suggestions would you make for improving the program?

	Staff Response	Per cent of Response
Advertise	6	18.1
Professional Help	5	15.2
More supplementary materials	19	57.6
More space	3	9.1
Total tabulated response	33	

Question 5a - Have you noticed any difficulties that the program has had?

	Staff Response	Per cent of Response
Motivation to attend	14	30.4
Not enough students (advertise)	11	23.9
Staff attitudes	4	8.7
Mechanical problems with machines	7	15.2
Too easy	10	21.8
Total tabulated response	46	

Question 5b - What could be done about them?

	Staff Response	Per cent of Response
Recruitment	10	23.2
Staff meetings	4	4.3
More materials	9	20.9

TABLE 7 CONTINUED

Question 5b - (continued)

More personal contact	8	18.6
Provide transportation	5	11.5
Professional staff	5	11.5
Total tabulated response	43	

Question 6 - Could you suggest additional things students should be doing in the study areas?

	Staff Response	Per cent of Response
Advanced materials (supplements)	16	37.2
Tape recorders (pronunciation	7	16.2
Employment forms (practice)	6	13.9
More staff effort	2	4.6
Work on individual problems .	6	13.9
Group discussion	4	9.3
Recreation	1	2.3
Total tabulated response	43	

Question 7 - Is enough time spent in the study area?

	Staff Response	Per cent of Response
Yes	14	73.7
No	5	26.3

machines and staff to meet that need.

Several questions in the Wordpower staff questionnaire explored the problems of dropouts. These data are part of Table 7. The staff characterized dropouts as people with personal problems, students who were not learning, and were not motivated. The staff also indicated that dropouts are likely to be students with conflicts, or those unable to afford transportation to the Wordpower Center.

When asked why students dropped out of the program, the staff indicated it was for personal problems, lack of money for transportation, and because they did not find the program challenging. Other causes mentioned included motivation, job conflict, health, and lack of progress.

To summarize, it appears that many dropouts could be screened before they enter. Students admitted should evidence maturity and desire to advance in their occupational goals. The problems likely to force a student to dropout are transportation costs, and the instability of his home. It might significantly reduce the dropout problem if the program could offer financial assistance and counselling support.

Chapter 6

THE RELATIONS BETWEEN PERFORMANCE, READING GAINS AND WRITING GAINS

The progress of Wordpower students was calculated using the data available on the Weekly Progress Form and is summarized in Table 8. The reading gains in grade levels were calculated; the overall averages are shown in Table 9. To explore the relationship between the initial grade level placement and SAT pretest scores and their posttest achievement, three stepwise regression analyses were performed. As seen in Table 11, the correlations between pre and posttest scores for the SAT subtests and Sullivan book level were phenomenally high. Table 12 contains the data from the final step of the stepwise regression procedures. In each case the pretest score dominated the regression analysis, hours being a statistically significant covariable only in the case of the Sullivan final grade level. This result is not completely surprising since the period between tests was so short. Over a longer period of time, the effect of time spent in the program would undoubtedly increase in statistical significance.

IDI attempted to locate an instrument to measure the ability to communicate through writing. We found that, although there were several measures of handwriting style, none met our needs. We constructed a test to measure communication ability on three writing tasks, commonly encountered by disadvantaged adults:

(1) writing a note - taking a message

(2) completing a form or application

(3) writing a summary of a short talk.

We were able to identify six dimensions on which each section would be rated:

(1) grammar, spelling, articulation

(2) attentiveness, comprehension of the question

(3) sentence structure

(4) communication, getting the sentence across

(5) ability to choose words effectively

(6) flexibility, creativity

TABLE 8

AVERAGE WEEKLY PROGRESS OF WORDPOWER STUDENTS

N = 356

Variable	Mean	Median
Weeks in the Program	13.52	10
Program Cards Finished Per Week	2.45	2
Strokes Made Per Week	280.28	252
Minutes in the Booth Per Day	22.62	21
Interest Level #	26.86	29
Knowledge Level ##	25.2	27

These dimensions were rated by the Wordpower staff as follows:

Poor - 10

Fair - 20

Good - 30

TABLE 9

STUDENT READING ACHIEVEMENT

Variable	Pretest Mean	Post-test Mean	Mean Gain
Word Recognition (SAT)	3.47	4.32	.85
Paragraph Meaning (SAT)	3.09	3.84	.75
Sullivan Pre-Post	1.09	2.95	1.16

Mean Hours Between Tests	20.03
Hours per two grade level improvement (SAT)	
Word Recognition	47.05 hours
Paragraph Meaning	53.33 hours
Average	50.17 hours
Hours per two grade level improvement (Sullivan Program)	34.4 hours

TABLE 10

MEANS AND STANDARD DEVIATIONS OF READING TEST VARIABLES FOR THE SUBSAMPLE WITH TWO SAT SCORES

N=162

Variable	Mean	Standard Deviations
Sat - WR # Subtest Pretest Grade Level	3.47	2.15
Sat - PM # Subtest Pretest Grade Level	3.09	2.05
Initial Placement - Grade Level	1.79	.79
Hours Between Pre-Post Tests	20.03	10.4
Sat - WR # Subtest Post Test Grade Level	4.32	2.01
Sat - PM # Subtest Post Test Grade Level	3.84	2.16
Sullivan Post Test Level	2.95	1.04

WR - Word Recognition

PM - Paragraph Meaning

TABLE 11

CORRELATIONS BETWEEN PRE AND POST READING TEST SCORES

N = 162

	SAT Pre WR #	SAT Pre PM ##	Initial Placement Sullivan Book Level
SAT Post WR #	.86**	.83**	.68**
SAT Post PM ##	.79**	.84**	.65**
Post test book level	.61**	.62**	.63**

** $P < .01$

\# Word recognition subtest score as grade level

Paragraph meaning subtest score as grade level

TABLE 12

MULTIPLE REGRESSION OF PRE-TEST READING SCORES AND HOURS IN THE PROGRAM ON POST TEST READING ACHIEVEMENT

N = 162

Sat Word Recognition - Post	Multiple R = .871	F = 24.93 **

Covariable	Coefficient	T - Score
WR - Pre-Test	.821	22.23 **
Hours in Program	.012	1.60

Sat Paragraph Meaning - Post	Multiple R = .849	F = 20.64 **

Covariable	Coefficient	T - Score
PM - Pre-Test	.903	20.28 **
Hours in Program	.015	1.76

Sullivan Grade Level	Multiple R = .693	F = 73.32 **

Covariable	Coefficient	T - Score
Placement Level	.919	11.87 **
Hours in Program	.028	4.79 **

* $P < .05$ that $R \neq 0$

** $P < .01$ that $R \neq 0$

Two independent ratings (by different raters) were made for each student's writing test. Table 13 shows the inter-rater reliability estimates (product moment correlations) between ratings for each section. As was hoped, the coefficients for all sections were .8 or higher, an acceptable level of reliability for the instrument. The average interval between writing tests was 12 weeks. A multivariate analysis of variance (MANOVA) was performed between pre and posttests for each of three sets of subtests and the results are shown in Table 14. The first subtest division contrasted overall mechanics (attentiveness, sentence structure, grammar and spelling) with overall articulation (communication, vocabulary, flexibility, creativity). The second subtest division contrasted the three tasks included in the test. The final subtest division contrasted the six divisions on which each item was rated.

The ability gains were statistically significant for all subtest divisions, indicating writing ability improved significantly in every dimension as a result of the time spent in the program.

Table 15 shows the correlations between the writing subtests and SAT reading scores. All the correlations were statistically significant with a range of .34 to .62, a range indicating a moderate to strong relationship. The data bears out our suspicion that writing and reading are closely related for the Wordpower Students

Tables 16 and 17 show the descriptive statistics and correlations between reading test scores and the weekly progress data. The reading test scores were negatively correlated (as expected) with the weeks spent in the program (i.e., the higher your reading level the fewer the weeks necessary to complete the program) and were positively related to the average strokes made each day and the average number of minutes spent in the booth. Strangely, the ratings of interest and knowledge seemed to be unrelated to achievement, indicating perhaps, the unit assistants are relatively poor judges of actual reading progress.

TABLE 13

INTERRATER RELIABILITY OF THE WORDPOWER WRITING TEST

(Pearson's r)

Dimension	Section I	Section II	Section III
Grammar	.807	.426	.896
Comprehension	.845	.843	.888
Sentence Structure	.823	.783	.888
Communication	.857	.866	.913
Effective Use of Words	.822	.819	.884
Flexibility	.828	.809	.898
Overall	.832	.834	.894

TABLE 14

MULTIVARIATE ANALYSIS OF VARIANCE OF SUB-TEST SCORES

FOR THE WORDPOWER WRITING PRE-POST TESTS

Division I	Pre-Test Mean	Post-Test Mean	Unvariate F (1, 92)	Multivariate F
Mechanics	2.906	3.328	6.116**	3.437**
Articulation	2.960	3.360	5.048**	
Division II				
Direct Questions	3.265	3.668	5.017**	
Filling out Forms	3.085	3.571	6.793**	2.301*
Writing a Summary	2.45	2.803	2.200	
Division III				
Mechanics	2.663	3.075	7.667**	
Comprehension	3.227	3.582	3.122	
Sentence Structure	2.829	3.327	8.492**	7.537**
Communication	3.163	3.493	2.625	
Effective Word Usage	2.759	3.228	8.354**	
Flexibility	2.961	3.383	5.206**	

* $P < .05$
** $P < .01$

The writing test was divided separately in three ways:

(1) Mechanics vs. articulation.
(2) Writing notes vs. completing applications vs. writing a summary.
(3) Grammar vs. attentiveness vs. sentence structure vs. communication vs. word usage vs. flexibility.

TABLE 15

CORRELATIONS BETWEEN READING TEST SCORES AND WRITING TEST SCORES

Variables	SAT WR # Pretest	SAT PM ## Pretest	SAT WR # Posttest	SAT PM ## Posttest
Division I				
Grammar	.52 **	.57 **	.55 **	.59 **
Articulation	.53 **	.56 **	.55 **	.56 **
Division II				
Direct questions	.34	.46 *	.40 **	.47 *
Filling out forms	.53 **	.52 **	.56 **	.55 **
Writing a summary	.49 **	.49 **	.47 **	.47 *
Division III				
Mechanics	.52 **	.58 **	.55 **	.61 **
Comprehension	.52 **	.55 **	.52 **	.54 **
Sentence structure	.51 **	.56 **	.54 **	.57 **
Communication	.51 **	.54 **	.54 **	.54 **
Effective word usage	.57 **	.62 **	.59 **	.62 **
Flexibility	.49 **	.51 **	.61 **	.51 **
TOTAL TEST	.53 **	.57 **	.56 **	.58 **

* $P < .05$ that $r \neq 0$
** $P < .01$ that $r \neq 0$

\# Word recognition subtest score as grade level
Paragraph meaning subtest score as grade level

TABLE 16

DESCRIPTIVE STATISTICS FOR THE SUBSAMPLE WITH BOTH READING TEST SCORES AND WEEKLY PROGRESS DATA

N = 138

Variable	Mean	Standard Deviation
SAT Pre WR #	3.4	2.1
SAT Pre PM ##	3.0	2.0
Initial Placement Sullivan Book Level	1.7	.77
Hours between tests	20.6	11.0
SAT Post WR #	4.2	2.0
SAT Post PM ##	3.7	2.1
Posttest book level	2.9	1.0
Weeks in the program	18.2	10.6
Average cards per week	3.1	.72
Average strokes per week	295.8	89.0
Average minutes per day	22.5	2.7
Interest level	27.4	3.1
Knowledge level	26.5	5.5

* Word recognition subtest score as grade level
** Paragraph meaning subtest score as grade level

TABLE 17

CORRELATIONS BETWEEN THE WEEKLY PROGRESS REPORTS AND READING TEST SCORES

N = 138 Variable	SAT WR # pretest	SAT PM ## pretest	Initial Placement Sullivan book level	Hours between tests	SAT WR # posttest	SAT PM ## posttest	Posttest book level
Weeks in the program	-.29**	-.29**	-.22*	.065**	-.29**	-.31**	-.24*
Average cards per week	-.19*	-.21*	-.21*	.17	-.15	-.23*	.021
Average strokes per week	-.59**	.56**	.66**	-.22*	.58**	.49**	.52**
Average minutes per day	.41**	.37**	..42**	-.38**	.39**	.25*	.13
Interest level	-.067	.06	-.12	.22*	.076	.17	.08
Knowledge level	.042	.081	-.025	.15	.10	.14	.09

* P<.05 that r ≠ 0

** P<.01 that r ≠ 0

Word recognition subtest score as grade level

Paragraph meaning subtest score as grade level

Tables 18 and 19 detail the descriptive statistics and correlations for the subsample with both writing tests and weekly progress data. Each of the writing subtests was significantly correlated to the average daily strokes on the typewriter, the average interest level and the average knowledge level.

These data imply that it is impossible to separate the teaching of reading and writing and that Wordpower has been effective in doing both. The sober conclusion one is led to when reading the writing tests submitted, is that an entire population of people exist within our city ghettos with full potential for creative expression but they have been cut off because of their inability to read and write. Any reading program serving this group will do well to balance the reading instruction with practice in effective writing.

TABLE 18

DESCRIPTIVE STATISTICS FOR THE SUBSAMPLE WITH BOTH WRITING TEST SCORES AND WEEKLY PROGRESS REPORTS

N = 197

Variable	Mean	Standard Deviation
Weeks in the program	19.21	12.06
Average cards per week	2.92	.65
Average strokes per week	314.04	114.76
Average minutes per day	23.61	3.17
Interest level	26.27	3.89
Knowledge level	23.35	5.14
	3.16	.87
Articulation	3.20	.92
Direct questions	3.48	.93
Filling out forms	3.38	.94
	2.68	1.11
Mechanics	2.93	.79
Comprehension	3.48	.99
Sentence structure	3.06	.85
Communication	3.41	1.05
Ability to use words	3.02	.83
Flexibility	3.16	.91
TOTAL	3.18	.89

TABLE 19

CORRELATIONS BETWEEN WRITING TEST SCORES AND WEEKLY PROGRESS REPORTS

N = 197 Variable	Weeks in program	Average cards per week	Average strokes per week	Minutes in the booth per day	Interest level	Knowledge level
Division I						
Grammar	-.18*	-.16*	.37**	.19*	.31**	.30**
Articulation	-.18*	-.15	.37**	.18*	.32**	.30**
Division II						
Direct questions	-.23**	-.20*	.32**	.18*	.30**	.28**
Filling out forms	-.19*	-.15	.31**	.12	.28**	.27**
Writing a summary	-.083	-.073	.36**	.19*	.27**	.28**
Division III						
Mechanics	-.20*	-.18*	.40**	.23**	.32**	.32**
Comprehension	-.16*	-.15	.34**	.16	.27**	.27**
Sentence structure	-.18*	-.14	.36**	.17*	.33**	.31**
Communication	-.18*	-.15	.37**	.19*	.32*	.32**
Ability to use words	-.20**	-.17*	.39**	.20*	.32**	.31**
Flexibility	-.14	-.13	.35**	.16*	.30**	.28**
TOTAL	-.18*	-.15	.37**	.19**	.31*	.30*

* $P < .05$ that $r \neq 0$
** $P < .01$ that $r \neq 0$

Chapter 7

THE RELATION BETWEEN DEMOGRAPHIC CHARACTERISTICS AND READING AND WRITING ABILITY

Tables 20 to 25 document the relationship between selected demographic characteristics and the availability of reading materials in the home, the encouragement received at home and the time spent reading outside the Center. The principal conclusions from these Tables are:

(1) wage earners did not feel they received as much encouragement at home as non-wage earners

(2) males appeared to get more help with reading from their families than females

(3) married students felt they received more encouragement from their families and spent more time reading outside the program

(4) students from the Midwest or outside the USA (Spanish speaking) were more likely to have reading materials available in their homes

(5) Black students were more likely to receive help in reading from their families.

Tables 26 and 27 show the correlations between writing test scores, selected demographic characteristics and the home characteristics used in the analysis above. The significant relationships observed were:

(1) writing ability was negatively correlated to age; i.e., younger students did better. This is probably due in part to the more rigid maturity level associated with age.

(2) the availability of magazines and books in the home was significantly related to writing ability.

This reemphasizes our conclusion that reading ability and writing ability are integrally related.

Analyses of variance of writing test scores were performed for the demographic and attitude categories used above. The significant findings shown in Tables 28 to 39 were:

TABLE 20

CROSS TABULATION WITH ROW PERCENTS BETWEEN SEX AND SELECTED HOME CHARACTERISTICS

Newspapers in the Home

	YES	NO	NOT RESPONDING
Male	84	26	7
	76.4%	23.6%	
Female	234	72	30
	76.5%	23.5%	

Magazines in the Home

	YES	NO	NOT RESPONDING
Male	73	37	7
	66.4%	33.6%	
Female	219	85	32
	72.0%	28.0%	

TABLE 20 CONTINUED

Books in the Home

	YES	NO	Not Responding
Male	92	18	7
	83.6%	16.4%	
Female	254	51	31
	83.3%	16.7%	

Does your family help you with Reading?

	YES	NO	Not Responding
Male	48	55	14
	46.6%	53.4%	
Female	106	184	46
	36.6%	63.4%	

TABLE 20 CONTINUED

Do they want you to get ahead?

	YES	NO	Not Responding
Male	91	14	12
	86.7%	13.3%	
Female	266	34	36
	88.7%	11.3%	

How much time do you spend reading outside of the Center?

	0-10 min.	10-20 min.	20-30 min.	Not Responding
Male	65	28	12	12
	61.9%	26.7%	11.4%	
Female	201	83	15	37
	67.8%	27.5%	5.0%	

TABLE 21

CROSS TABULATIONS WITH RAW PERCENTS BETWEEN MARITAL STATUS AND SELECTED HOME CHARACTERISTICS

Newspapers in the home

	No	Yes	Not Responding
Never married	12 30 %	28 70 %	2
Married	9 22 %	32 78 %	3
Divorced or Widowed	24 28 %	61 72 %	11

Magazines in the home

	No	Yes	Not Responding
Never married	13 32.5%	27 67.5%	2
Married	11 27.5%	29 72.5%	4
Divorced or Widowed	27 31.8%	58 68.2%	11

Books in the home

	No	Yes	Not Responding
Never married	10 20.5%	40 79.5%	3
Married	8 19.5%	33 80.5%	3
Divorced or Widowed	13 15.3%	72 84.7%	11

TABLE 21 CONTINUED

Does your family help you with reading?

	No	Yes	Not Responding
Never married	28 73.7%	10 26.3%	4
Married	24 63.2%	14 36.8%	6
Divorced or Widowed	47 59.5%	32 40.5%	17

Do they want you to get ahead?

	No	Yes	Not Responding
Never married	9 23.1%	30 76.9%	3
Married	4 9.8%	37 90.2%	3
Divorced or Widowed	11 13.4%	71 86.6%	14

How much time do you spend reading outside of the Center?

	0-10 min.	10-20 min.	20-30 min.	Not Responding
Never married	28 73.7%	9 23.7%	1 2.6%	4
Married	22 56.4%	13 33. %	4 10.3%	5
Divorced or Widowed	54 65.1%	23 27.7%	6 7.2%	13

TABLE 22

CROSS TABULATIONS WITH RAW PERCENTS BETWEEN REGION OF ORIGIN AND SELECTED HOME CHARACTERISTICS

Newspapers in the home

REGIONS	Yes	No	Not Responding
Deep South	10 62.5%	6 37.5%	2
Middle South	24 63.2%	14 36.8%	1
East	7 63.6%	4 36.4%	0
Midwest	28 82.4%	6 17.6%	5
Far West	4 44.4%	5 55.6%	0
Out of U.S.A.	25 75.8%	8 24.2%	2

Magazines in the home

REGIONS	Yes	No	Not Responding
Deep South	7 43.8%	9 56.3%	2
Middle South	20 52.6%	18 47.4%	1
East	10 90.9%	1 9.1%	0
Midwest	27 79.4%	7 20.6%	5
Far West	5 55.6%	4 44.4%	0
Outside of U.S.A.	25 75.8%	8 24.2%	2

TABLE 22 CONTINUED

Does your family help you with the Reading?

REGIONS	Yes	No	Not Responding
Deep South	7	8	3
	46.7%	53.3%	6
Middle South	16	17	6
	48.5%	21.5%	
East	2	7	2
	22.2%	77.8%	
Midwest	14	19	6
	42.4%	57.6%	
Far West	1	7	1
	12.5%	87.5%	
Out of U.S.A.	14	17	4
	45.2%	24.8%	

Do they want you to get ahead?

REGIONS	Yes	No	Not Responding
Deep South	13	1	4
	92.9%	7.1 %	
Middle South	32	4	3
	88.9%	11.1%	
East	9	1	1
	90.0%	10.0%	
Midwest	29	5	5
	85.3%	14.7%	
Far West	8	1	0
	88.9%	11.1%	
Out of U.S.A.	29	4	2
	87.9%	12.1%	

TABLE 23

CROSS TABULATIONS WITH ROW PERCENTS BETWEEN ETHNIC GROUP AND SELECTED HOME CHARACTERISTICS

Newspapers in the home

	Yes	No	Not Responding
Urban Negro	66 71.7%	26 28.3%	3
Rural Negro	41 82.0%	9 18.0%	7
White	26 60.5%	17 39.5%	8
Spanish	69 80.2%	17 19.8%	10

Magazines in the home

	Yes	No	Not Responding
Urban Negro	33 66.0%	17 34.0%	7
Rural Negro	31 75.7%	10 24.3%	7
White	23 28.4%	58 71.6%	9
Spanish Speaking	60 69.8%	26 30.2%	10

Books in the home

	Yes	No	Not Responding
Urban Negro	44 88.0%	6 12.0%	7
Rural Negro	36 87.8%	5 12.2%	7
White	69 84.2%	13 15.8%	8
Spanish Speaking	66 76.6%	19 23.4%	11

TABLE 23 CONTINUED

Does your family help you with reading?

	Yes	No	Not Responding
Urban Negro	33 68.7%	15 31.3%	9
Rural Negro	28 71.8%	11 28.2%	9
White	31 38.5%	49 61.5%	10
Spanish Speaking	35 42.7%	47 57.3%	14

Do they want you to get ahead?

	Yes	No	Not Responding
Urban Negro	42 84.0%	8 16.0%	7
Rural Negro	33 80.5%	8 19.5%	7
White	73 91.2%	7 8.8%	10
Spanish Speaking	63 90.0%	7 10.0%	13

How much time do you spend reading outside of the Center?

	0-10 min.	10-20 min.	20-30 min.	Not Responding
Urban Negro	35 70.0%	13 26.0%	2 4.0%	5
Rural Negro	33 82.5%	7 17.5%	0	7
White	46 56.8%	32 39.5%	3 3.7%	9
Spanish Speaking	9 61.2%	27 33.8%	4 2%	13

TABLE 24

CROSS TABULATION WITH ROW PERCENTS OF THE RELATIONSHIP BETWEEN THE ROLE AS PRIMARY WAGE EARNER AND SELECTED HOME CHARACTERISTICS

Newspapers in the Home

	YES	NO	NOT RESPONDING
Not Primary Wage Earner	171	42	22
	80.3%	19.7%	
Primary Wage Earner	136	51	13
	72.7%	27.3%	

Magazines in the Home

	YES	NO	NOT RESPONDING
Not Primary Wage Earner	155	56	24
	73.5%	26.5%	
Primary Wage Earner	124	63	13
	66.3%	33.7%	

TABLE 24 CONTINUED

Books in the Home

	YES	NO	Not Responding
Not Primary Wage Earner	179	34	22
	84.0%	16.0%	
Primary Wage Earner	154	32	14
	82.8%	17.2%	

Does your family help you with Reading?

	YES	NO	Not Responding
Not Primary Wage Earner	82	120	33
	40.6%	59.4%	
Primary Wage Earner	68	107	25
	38.9%	61.1%	

TABLE 24 CONTINUED

Do they want you to get ahead?

	YES	NO	Not Responding
Not Primary Wage Earner	197	15	23
	92.9%	7.1%	
Primary Wage Earner	149	28	23
	84.2%	15.8%	

How much time do you spend reading outside of the Center?

	0-10 min.	10-20 min.	20-30 min.	Not Responding
Not Primary Wage Earner	137	55	16	27
	65.9%	26.4%	7.7%	
Primary Wage Earner	118	51	11	20
	65.6%	28.3%	6.1%	

TABLE 25

RAW SCORES AND PERCENTS BETWEEN METHOD OF REFERRAL AND SELECTED HOME CHARACTERISTICS

Newspapers in the home

	Yes	No	Not Responding
Self	155 76.4%	48 23.6%	22
Man Power Agency	97 70.8%	40 29.2%	13

Magazines in the home

	Yes	No	Not Responding
Self	136 67.3%	66 32.7%	23
Man Power Agency	114 72.2%	44 27.8%	14

Books in the home

	Yes	No	Not Responding
Self	171 84.7%	31 15.3%	23
Man Power Agency	128 80.5%	31 19.5%	13

Does you family help you with the Reading?

	Yes	No	Not Responding
Self	70 36.5%	122 63.5%	33
Man Power Agency	78 48.4%	83 51.6%	21

TABLE 25 CONTINUED

Do they want you to get ahead?

	Yes	No	Not Responding
Self	175 87.5%	25 12.5%	25
Man Power Agency	134 87.6%	19 12.4%	19

How much time do you spend reading outside of the Center?

	0-10 min.	10-20 min.	20-30 min.	Not Responding
Self	135 68.5%	48 24.4%	14 7.1 %	28
Man Power Agency	98 63.3%	47 30.3%	10 6.4 %	17

(1) students with newspapers and/or magazines and/or books in their homes had significantly higher writing ability than those without

(2) students at the Garfield Center were significantly higher in writing ability than students at any of the other Centers

(3) primary wage earners were significantly lower in the ability to use good grammar

(4) heads of households were significantly more able to effectively use grammar and significantly less able to communicate

(5) students referred by themselves scored uniformly higher in writing ability

(6) Spanish speaking adults were less able to use proper grammar and complete applications.

Finally, analyses of variance of reading test scores were performed for the categories above. The significant findings shown in Tables 40 to 47 were:

(1) the students who spent 10 - 20 minutes reading outside the center every day progressed significantly more rapidly than those who spent more or less time reading outside the center

(2) heads of household and primary wage earners were placed at a significantly lower starting level than other students

(3) students at the Garfield Center have significantly higher reading ability when entering any of the other centers

(4) women progress more rapidly during the program

(5) students receiving help at home are significantly lower in reading ability when entering the program. It seems likely that they sense their initially lower ability level and attempt to compensate by receiving help at home.

The results of this chapter show that many personal characteristics of students affect their progress in reading and writing ability. In general the students with most responsibility need the most help and receive the most help at home. Students with reading materials, especially magazines and books, make significantly greater gains in reading and writing than other students.

TABLE 26

CORRELATIONS BETWEEN SELECTED DEMOGRAPHIC CHARACTERISTICS AND SCORES ON THE WRITING SUBTEST

N = 203

Variables	Age	Number of Dependents	Months of Residence in Chicago	Blocks from Wordpower Site
Division I				
Grammar	-.34 **	-.03	-.14	-.10
Articulation	-.32 **	-.03	-.17	-.10
Division II				
Direct questions	-.29 **	-.06	-.09	-.04
Filling out forms	-.33 **	-.01	-.12	-.08
Writing a summary	-.27 **	-.03	-.19 *	-.15
Division III				
Mechanics	-.34 **	-.03	-.15	-.13
Comprehension	-.34 **	-.02	-.11	-.06
Sentence structure	-.33 **	-.03	-.16	-.12
Communication	-.31 **	-.04	-.17	-.12
Effective word usage	-.34 **	-.03	-.16	-.12
Flexibility	-.34 **	-.03	-.16	-.12
TOTAL TEST	-.33 *	-.03	-.15	-.10

* $P < .05$ that $r = 0$

** $P < .01$ that $r = 0$

TABLE 27

POINT BISERIAL CORRELATIONS BETWEEN ATTITUDINAL INFORMATION AND READING TEST SCORES

Variable	Newspapers in the Home	Magazines in the Home	Books in the Home	Family Helps with Reading	Family Encouragement	Time Spent Outside Center
Division I						
Grammar	.13	.20**	.15*	.07	.05	.12
Articulation	.13	.19**	.15*	-.08	.04	.10
Division II						
Direct questions	.10	.15*	.12	-.02	.04	.09
Filling out forms	.13	.20*	.15*	-.07	.06	.01
Writing a summary	.10	.16*	.13	-.10	.02	.10
Division III						
Mechanics	.08	.17*	.12	-.08	.03	.10
Comprehension	.17*	.21**	.18*	-.08	.07	.14*
Sentence structure	.11	.19**	.12	-.07	.045	.10
Communication	.14*	.19**	.15*	-.07	.058	.09
Effective word usage	.11	.18**	.14*	-.107	.019	.10
Flexibility	.12	.19**	.14*	-.08	.022	.10
TOTAL TEST	.12	.19**	.15*	-.08	.043	.11

* $P < .05$
** $P < .01$

TABLE 28

ANALYSIS OF VARIANCE OF WRITING TEST SCORES AMONG CENTERS

Variable	Garfield	King	Lawndale	Montrose	F (3,196)
Division I					
Grammar	3.7	2.9	3.0	3.0	14.54 **
Articulation	3.8	2.9	3.0	3.1	12.65 **
Division II					
Direct questions	4.0	3.2	3.4	3.4	11.67 **
Filling out forms	3.9	3.1	3.0	3.2	12.52 **
Writing a summary	3.2	2.2	2.6	2.8	8.36 **
Division III					
Mechanics	3.5	2.6	2.4	2.8	19.71 **
Comprehension	4.0	3.3	3.1	3.4	10.23 **
Sentence structure	3.6	2.8	2.4	3.0	14.50 **
Communication	4.0	3.0	3.0	3.3	13.56 **
Effective word usage	3.5	2.8	2.4	2.4	14.28 **
Flexibility	3.6	2.4	3.0	3.1	9.62 **
TOTAL TEST	3.7	2.9	3.0	3.1	13.63 **

** $P < .01$

TABLE 29

ANALYSIS OF VARIANCE OF WRITING TEST SCORES BETWEEN PRIMARY WAGE EARNERS AND OTHERS

Variable	Not Primary Wage Earner	Primary Wage Earner	F (1,198)
Division I			
Grammar	3.3	3.0	4.77 *
Articulation	3.3	3.0	3.61
Division II			
Direct questions	3.7	3.3	5.99 *
Filling out forms	3.5	3.2	2.92
Writing a summary	2.8	2.6	1.82
Division III			
Mechanics	3.0	2.8	5.04 *
Comprehension	3.6	3.4	3.27
Sentence structure	3.2	2.9	5.80 *
Communication	3.6	3.3	4.32 *
Effective word usage	3.1	2.9	3.85
Flexibility	3.3	3.1	2.42
TOTAL TEST	3.3	3.1	4.15 *

* $P < .05$

TABLE 30

ANALYSIS OF VARIANCE OF WRITING TEST SCORES AMONG ETHNIC GROUPS

Variable	Urban Negro	Rural Negro	White	Spanish Speaking	F (3, 196)
Division I					
Grammar	3.3	3.4	2.6	3.0	3.07 *
Articulation	3.4	3.4	2.6	3.1	2.20
Division II					
Direct questions	3.7	3.7	3.3	3.4	1.88
Filling out forms	3.6	3.8	2.7	3.2	5.25 **
Writing a summary	2.8	2.8	1.8	2.6	1.14
Division III					
Mechanics	3.1	3.1	2.4	2.8	3.43 *
Comprehension	3.6	3.8	2.9	3.3	3.24 *
Sentence structure	3.2	3.2	2.4	3.0	2.35
Communication	3.6	3.7	2.8	3.3	2.18
Effective word usage	3.2	3.2	2.5	2.9	2.70 *
Flexibility	3.3	3.4	2.6	3.1	1.74
TOTAL TEST	3.3	3.4	2.6	3.0	2.62

* $P < .05$

TABLE 31

ANALYSIS OF VARIANCE OF WRITING TEST SCORES AMONG METHODS OF REFERRAL

Variable	Self	Man Power	Other	F (2,197)
Division I				
Grammar	3.4	3.2	3.1	3.48 *
Articulation	3.5	3.3	3.1	3.60 *
Division II				
Direct questions	3.8	3.5	3.5	2.56
Filling out forms	3.7	3.5	3.3	3.88 *
Writing a summary	2.9	2.8	2.6	2.21
Division III				
Mechanics	3.2	3.0	2.9	3.63 *
Comprehension	3.8	3.6	3.1	3.26 *
Sentence structure	3.3	3.1	3.0	3.26 *
Communication	3.8	3.5	3.3	3.80 *
Effective word usage	3.3	3.1	3.0	3.60 *
Flexibility	3.4	3.2	3.1	3.15 *
TOTAL TEST	3.5	3.2	3.1	3.56 *

* $P < .05$

TABLE 32

ANALYSIS OF VARIANCE OF WRITING TEST SCORES BETWEEN HEADS OF THE HOUSEHOLD AND OTHERS

Variable	Not Head of Household	Head of Household	F (1,198)
Division I			
Grammar	3.3	3.8	7.40 **
Articulation	3.4	3.0	7.07 **
Division II			
Direct questions	3.7	3.3	8.22 **
Filling out forms	3.6	3.2	6.07 *
Writing a summary	2.8	2.5	3.62
Division III			
Mechanics	3.1	2.8	6.17 *
Comprehension	3.3	3.5	6.81 *
Sentence structure	3.2	2.9	8.32 **
Communication	3.6	3.2	7.61 **
Effective word usage	3.2	2.9	7.10 **
Flexibility	3.4	3.0	5.97 *
TOTAL	3.4	3.0	7.26 **

* $P < .05$

** $P < .01$

TABLE 33

ANALYSIS OF VARIANCE OF WRITING TEST SCORES AMONG MARITAL STATUS GROUPS

Variable	Never Married	Presently Married	Widowed or Divorced	F (2, 197)
Division I				
Grammar	3.3	3.1	3.3	.97
Articulation	3.3	3.1	3.3	.63
Division II				
Direct questions	3.6	3.4	3.6	1.60
Filling out forms	3.5	3.4	4.5	.48
Writing a summary	2.8	2.7	2.8	.24
Division III				
Mechanics	3.0	2.8	3.0	1.49
Comprehension	3.6	3.5	3.6	.62
Sentence structure	3.2	3.0	3.2	.89
Communication	3.5	3.4	3.6	.49
Effective word usage	3.1	3.0	3.1	.75
Flexibility	3.3	3.1	3.3	.70
TOTAL	3.3	3.1	3.3	.74

TABLE 34

ANALYSIS OF VARIANCE OF TEST SCORES BETWEEN SEXES

Variable	Male	Female	F (1, 198)
Division I			
Grammar	3.1	3.3	.60
Articulation	3.2	3.3	.67
Division II			
Direct questions	3.4	3.6	1.16
Filling out forms	3.3	3.5	1.58
Writing a summary	2.7	2.7	.00
Division III			
Mechanics	2.9	3.0	.40
Comprehensive	3.5	3.6	.88
Sentence structure	3.1	3.2	.44
Communication	3.4	3.6	1.16
Effective word usage	3.0	3.1	.48
Flexibility	3.2	3.3	.40
TOTAL TEST	3.1	3.3	.64

TABLE 35

ANALYSIS OF VARIANCE OF WRITING TEST SCORES
BETWEEN STUDENTS WHO RECEIVE HELP AT HOME AND OTHERS

Variable	Students Without	Students With	F (1,231)
Division I			
Grammar	3.32	3.15	2.50
Articulation	3.36	3.19	2.19
Division II			
Direct questions	3.62	3.56	.33
Filling out forms	3.55	3.76	2.29
Writing a summary	2.84	2.58	3.43
Division III			
Mechanics	3.09	2.93	2.66
Comprehension	3.65	3.44	2.94
Sentence structure	3.21	3.08	1.64
Communication	3.60	3.40	2.22
Effective word usage	3.19	3.00	3.22
Flexibility	3.30	3.17	1.30
TOTAL TEST	3.34	3.17	2.37

TABLE 36

ANALYSIS OF VARIANCE OF WRITING TEST SCORES
BETWEEN STUDENTS WITH BOOKS AT HOME AND OTHERS

Variable	Students Without	Students With	F (1,231-)
Division I			
Grammar	2.92	3.34	10.19 **
Articulation	2.94	3.38	9.82 **
Division II			
Direct questions	3.28	3.67	7.34 **
Filling forms	3.12	3.57	10.43 **
Writing a summary	2.39	2.83	6.08 *
Division III			
Mechanics	2.73	3.10	8.77 **
Comprehension	3.16	3.67	12.10 **
Sentence structure	2.86	3.23	8.17 **
Communication	3.12	3.62	9.68 **
Effective word usage	2.80	3.19	9.68 **
Flexibility	2.91	3.34	9.32 **
TOTAL TEST	2.92	3.36	10.12 **

* P<.05
** P<.01

TABLE 37

ANALYSIS OF VARIANCE OF WRITING TEST SCORES BETWEEN STUDENTS WITH NEWSPAPERS AT HOME AND OTHERS

Variable	Students Without	Students With	F (1,231)
Division I			
Grammar	3.051	3.329	5.5087 *
Articulation	3.074	3.376	5.5632 *
Division II			
Direct questions	3.397	3.670	4.4595*
Filling out forms	3.249	3.571	6.3763*
Writing a summary	2.550	2.816	2.7638
Division III			
Mechanics	2.879	3.085	3.3758
Comprehension	3.296	3.673	7.9052 **
Sentence structure	2.478	3.228	4.5380 *
Communication	3.260	3.616	6.1325 *
Effective word usage	2.924	3.185	4.9926 *
Flexibility	3.048	3.328	4.9966 *
TOTAL TEST	3.064	3.352	5.6126 *

* $P < .05$
** $P < .01$

TABLE 38

ANALYSIS OF VARIANCE FOR WRITING TEST SCORES
BETWEEN STUDENTS WITH MAGAZINES AT HOME AND OTHERS

Variable	Students Without	Students With	F (1,231)
Division I			
Grammar	2.97	3.38	13.80 **
Articulation	3.01	3.42	12.12 **
Division II			
Direct questions	3.35	3.71	8.50 **
Filling out forms	3.17	3.63	14.92 **
Writing a summary	2.46	2.87	7.67 **
Division III			
Mechanics	2.78	3.14	11.80 **
Comprehension	3.26	3.72	13.07 **
Sentence structure	2.88	3.29	14.64 **
Communication	3.20	3.67	11.35 **
Effective word usage	2.86	3.23	11.99 **
Flexibility	2.98	3.37	11.36 **
TOTAL TEST	2.98	3.40	13.06 **

** $P < .01$

TABLE 39

ANALYSIS OF VARIANCE OF WRITING TEST SCORES BETWEEN STUDENTS WHO RECEIVE ENCOURAGEMENT AT HOME AND OTHERS

Variable	Students Without	Students With	F (1, 231)
Division I			
Grammar	3.14	3.28	1.02
Articulation	3.22	3.12	0.46
Division II			
Direct questions	3.49	3.62	0.76
Filling out forms	3.33	3.52	1.48
Writing a summary	2.71	2.76	0.06
Division III			
Mechanics	2.95	3.05	0.65
Comprehension	3.61	3.61	1.63
Sentence structure	3.07	3.18	0.068
Communication	3.34	3.55	0.93
Effective word usage	3.07	3.13	0.23
Flexibility	3.20	3.27	0.25
TOTAL TEST	3.18	3.30	0.71

Students at the Garfield Center show significantly higher achievement in reading and writing than those attending the other Centers. This may be due, at least in part, to the student library provided at Garfield, and unavailable at the other Centers. Providing a library with the Wordpower program may be a vital factor to stimulating students to working on their own.

TABLE 40

ANALYSIS OF VARIANCE FOR READING TEST SCORES AMONG CENTERS

	Mean for the Garfield Center	Mean for the King Center	Mean for the Lawndale Center	Mean for the Montrose Center	F (3,131)
SAT Pre WR #	5.00	3.9	3.0	1.7	20.85**
SAT Pre PM ##	4.7	3.5	1.5	1.3	21.44**
SAT Post WR #	6.0	4.5	3.6	2.8	22.66**
SAT Post WR **	5.8	4.0	2.7	2.4	21.88**

** P<.01

Word recognition subtest score as grade level
Paragraph meaning subtest score as grade level

TABLE 41

ANALYSIS OF VARIANCE OF READING TEST

N = 235 SCORES BETWEEN STUDENTS ENCOURAGED AT HOME AND OTHERS

	Others	Students Reporting Encouragement	F (1, 181)
SAT Pre WR #	3.7	3.3	.70
SAT Pre PM ##	3.2	3.0	.26
Initial Placement Sullivan Book Level	1.8	1.7	.39
SAT Post WR #	4.6	4.1	1.54
SAT Post PM ##	4.2	3.7	1.81
Posttest Book Level	2.9	2.9	.00

TABLE 42

ANALYSIS OF VARIANCE OF READING TEST SCORES BETWEEN STUDENTS RECEIVING HELP AT HOME AND THOSE NOT RECEIVING HELP

	Mean for students not receiving help	Mean for students receiving help	F (1,133)
SAT Pre WR #	3.8	2.5	12.13**
SAT Pre PM ##	3.5	2.2	10.83**
Placement	1.9	1.4	11.73**
SAT Post WR #	4.7	3.5	11.17**
SAT Post PM ##	4.2	3.0	10.77**

** $P < .01$

\# Word recognition subtest score as grade level
\## Paragraph meaning subtest score as grade level

TABLE 43

ANALYSIS OF VARIANCE OF READING TEST SCORES BETWEEN SEXES

	Mean for Males	Mean for Females	F (1, 131)
SAT Pre WR #	2.8	3.6	3.80
SAT Pre PM ##	2.5	3.2	3.57
Initial Placement Sullivan Book Level	1.5	1.8	2.28
Hours between tests	18.4	21.0	1.80
SAT Post WR #	3.8	4.4	2.86
SAT Post PM ##	3.2	4.0	3.37
Posttest Book Level	2.6	3.0	3.92 #

* P<.05

TABLE 44

ANALYSIS OF VARIANCE OF READING TEST SCORES BETWEEN PRIMARY WAGE EARNERS AND OTHERS

	Mean fo Other	Primary Wage Earner	F (1, 131)
SAT Pre WR #	3.5	3.2	.28
SAT Pre PM ##	3.3	2.7	2.27
Initial Placement· Sullivan Book Level	1.8	1.5	7.00 #
SAT Post WR #	4.4	4.0	1.19
SAT Post PM ##	4.06	3.4	3.25
Posttest Book Level	3.0	2.8	2.16

Word recognition subtest score as grade level
Paragraph meaning subtest score as grade level

TABLE 45

ANALYSIS OF VARIANCE OF READING TEST SCORES

FOR THE TIME SPENT READING AT HOME

Variable	0-10 min.	10-20 min.	20-30 min.	F (3, 131)
SAT Pre WR #	3.2	3.9	2.9	.93
SAT Pre PM ##	2.9	3.6	2.7	1.26
Initial Placement Sullivan Book Level	1.6	2.0	1.7	1.14
Hours Between Tests	20.8	20.3	13.8	1.03
SAT Post WR #	4.1	4.8	3.1	1.05
SAT Post PM ##	3.7	4.2	3.2	.637
Posttest Book Level	2.9	3.2	2.1	2.99 *

* P<.05

** P<.01

\# Word recognition subtest score as grade level

\#\# Paragraph meaning subtest source as grade level

TABLE 46

ANALYSIS OF VARIANCE OF READING TEST SCORES AMONG MARITAL STATUS GROUPS

Variable	Never Married	Presently Married	Previously Married	F (2,130)
SAT Pre WR #	2.9	3.5	4.1	2.68
SAT Pre PM ##	2.7	3.0	3.5	.98
Initial Placement Sullivan Book Level	1.8	1.7	1.8	.44
SAT Post WR #	4.2	4.2	4.9	1.40
SAT Post PM ##	3.6	3.7	4.4	.94
Posttest Book Level	3.0	2.7	3.0	1.9

** P<.01
\# Word recognition subtest score as grade level
Paragraph meaning subtest score as grade level

TABLE 47

ANALYSIS OF VARIANCE OF READING TEST SCORES

BETWEEN HEADS OF HOUSEHOLD AND OTHERS

	Mean for Other	Mean for Head of Household	F (1, 131)
SAT Pre WR #	3.5	3.1	.59
SAT Pre PM ##	3.3	2.6	3.62
Initial Placement Sullivan Book Level	1.8	1.5	5.00 *
SAT Post WR #	4.4	4.0	1.35
SAT Post PM ##	4.0	3.4	3.01

* $P < .05$

\# Word recognition subtest score as grade level

\## Paragraph meaning subtest score as grade level

CHAPTER 8

HOW COST EFFECTIVE IS WORDPOWER

When analyzing the effectiveness of Wordpower, it is difficult, if not impossible, to balance the human values, and the costs. Although this section examines the important cost characteristics of the program, it must be kept in mind that Wordpower had to absorb start up costs, recruit a full staff and develop the full operational plan during this period. Undoubtedly costs are decreasing as the program progresses.

To establish a basis for the analysis reading gains were related to significant student characteristics. Multivariate analysis of covariance was used to test group differences in reading achievement due to the program and the results are included in Table 48.

There were no statistically significant group differences for the initial sample. This result is important (in a backwards way) because it shows that the program is equally effective for men or women, wage earners or non-wage earners, students referred by themselves, or other agencies, and those employed or unemployed. The Wordpower method appears to work equally well for any group of disadvantaged students.

Tables 9 and 10 contain the data available for 93 individuals who were tested twice during their participation in the Wordpower program. Four bases can be used to determine the cost per unit of student progress in the Wordpower program.

The Stanford Achievement Test is a well-known standardized instrument with Word Recognition and Paragraph Meaning subtests. The instrument which has been carefully normed for first and second grade youngsters is at best limited when testing Wordpower students (at worst, it is totally inadequate). The SAT is used primarily out of default, since

TABLE 48

MULTIVARIATE ANALYSIS OF COVARIANCE OF THE PERFORMANCE OF VARIOUS WORDPOWER GROUPS

Criterion Variables: ~~Word~~ Recognition Posttest, SAT Paragraph Meaning Posttest, and Sullivan Posttest Book Level

Covariables: Word Recognition Pretest, Paragraph Meaning Pretest, Initial Placement Level, and Hours in the Program

Sex	Word Recognition Post-test	Paragraph Meaning Post-test	Sullivan Post-test
Female means	3.775	3.300	7.167
Male means	4.815	4.462	7.491
Adjusted contrasts (males-females)	.237	.269	.257
Univariate F (1,59)	2.369	3.293	.698
Multivariate F (3,57)		1.443	

Wage Earners vs. Non-Wage Earners

	Word Recognition Post-test	Paragraph Meaning Post-test	Sullivan Post-test
Non-wage earners, means	3.862	3.464	6.718
Wage earners, means	4.145	3.581	6.310
Adjusted contrasts (wage - non wage)	.107	.06	.172
Univariate F (1.75)	1.024	.305	.430
Multivariate F (3,73)		.491	

TABLE 48 CONTINUED

Method of Referral

	Word Recognition Post-test	Paragraph Meaning Post-test	Sullivan Post-test
Self referral means	4.070	3.530	6.400
Other referral means	2.947	2.782	6.000
Adjusted Contrasts (self-others)	.226	.016	.162
Univariate F (1,51)	3.320	.015	.235
Multivariate F (3,49)		1.4333	

Barriers to Attendance

	Word Recognition Post-test	Paragraph Meaning Post-test	Sullivan Post-test
No barriers, means	3.769	3.288	6.510
Barriers means	4.244	3.700	6.438
Adjusted contrasts (no barriers vs. barriers)	.028	.006	.309
Univariate F (1,59)	.039	.002	.876
Multivariate F (3,57)		.332	

Labor Status

	Word Recognition Post-test	Paragraph Meaning Post-test	Sullivan Post-test
Unemployed, means	4.137	3.778	6.656
Employed, means	3.731	2.990	6.586
Adjusted contrasts (employed-unemployed)	.363	.088	.248
Univariate F (1,55)	.556	1.186	.569
Multivariate F (2,53)		.610	

no adequate standardized test for adults or disadvantaged students is available.

Perhaps the best available measure of achievement in this program is the actual advancement made by students in terms of the reading material. Since the program is constructed in a programmed instruction format and students must cover and master a prescribed amount of material in order to progress from one unit to another, this may be the most reliable and valid measure of actual adult achievement. The SAT scores, unfortunately, require reference to a population of white middle class children, a group essentially irrelevant to Wordpower.

As shown in Table 9, the mean hours for a two-grade-level achievement gain is 50.17 on the average for the SAT and only 34.4 as measured by progress in the Sullivan program.

The best estimate of the number of student sessions possible is 25 per day per machine, since a student spends an average of 20 minutes per day on the machine, and that the centers are opened a minimum of twelve hours per day. Since there are a total of 20 machines available at the four urban progress centers, 500 students can attend the Wordpower program at any one time.

The records of actual attendance in the program are available in Tables 49 through 52. Each of the Wordpower Centers has operated considerably below the maximum figure. The Garfield Center has an average weekly attendance of 223.1 sessions out of a possible 500, the Montrose Center has an average of 240.9 weekly sessions out of a possible 750, the Lawndale Center has an average of 177.6 weekly sessions out of a possible 500, and the King Center has an average of 269.9 weekly sessions out of a possible 750. Combined, the four Centers average 911.5 out of a possible 2,500 sessions that students could be attending, for an overall efficiency rating of 36.64%. Since Wordpower is an experimental demonstration program not providing

WEEKLY ATTENDANCE
DR. MARTIN LUTHER KING, JR. URBAN PROGRESS CENTER

TABLE 49

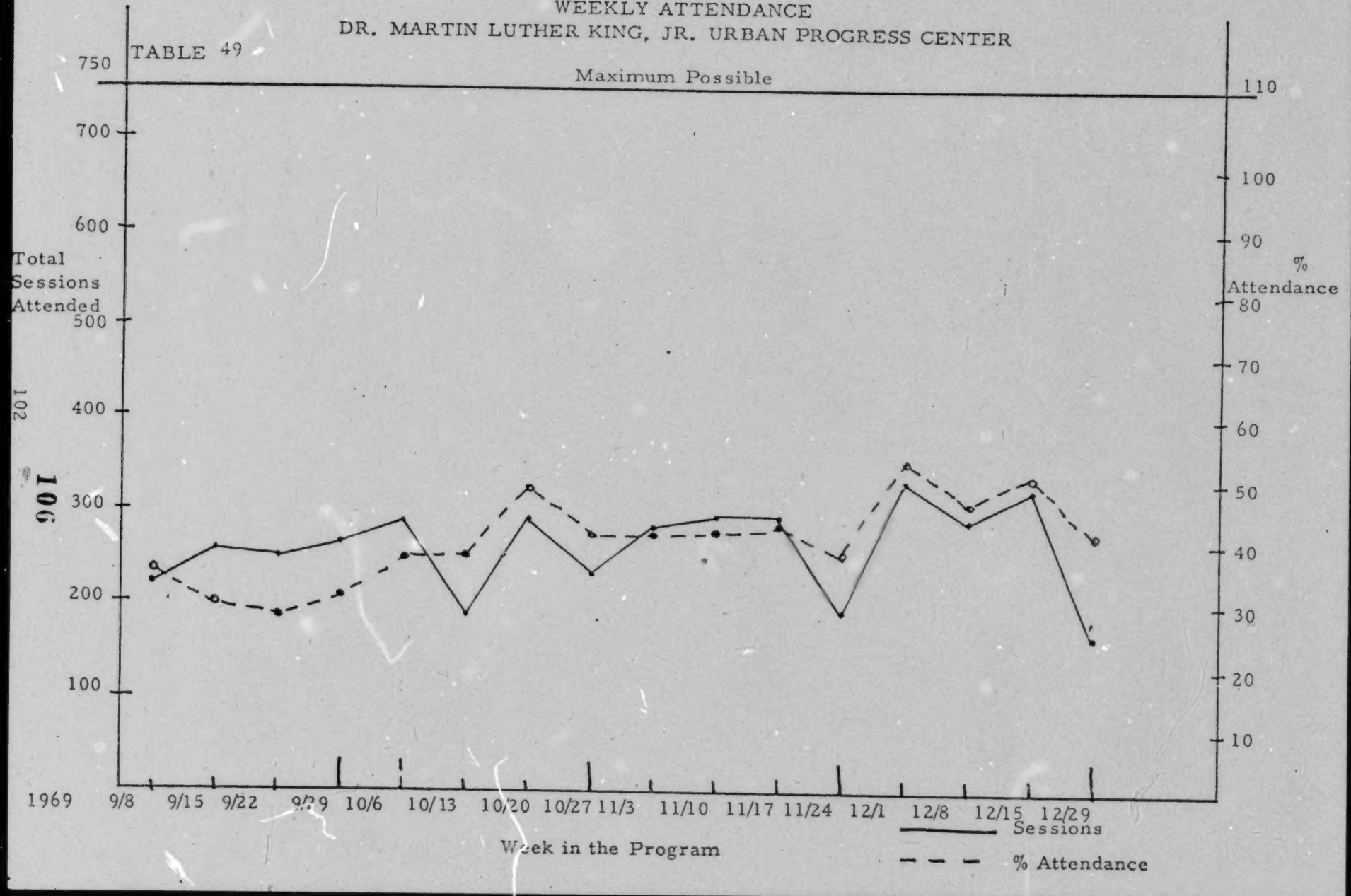

TABLE 49 CONTINUED

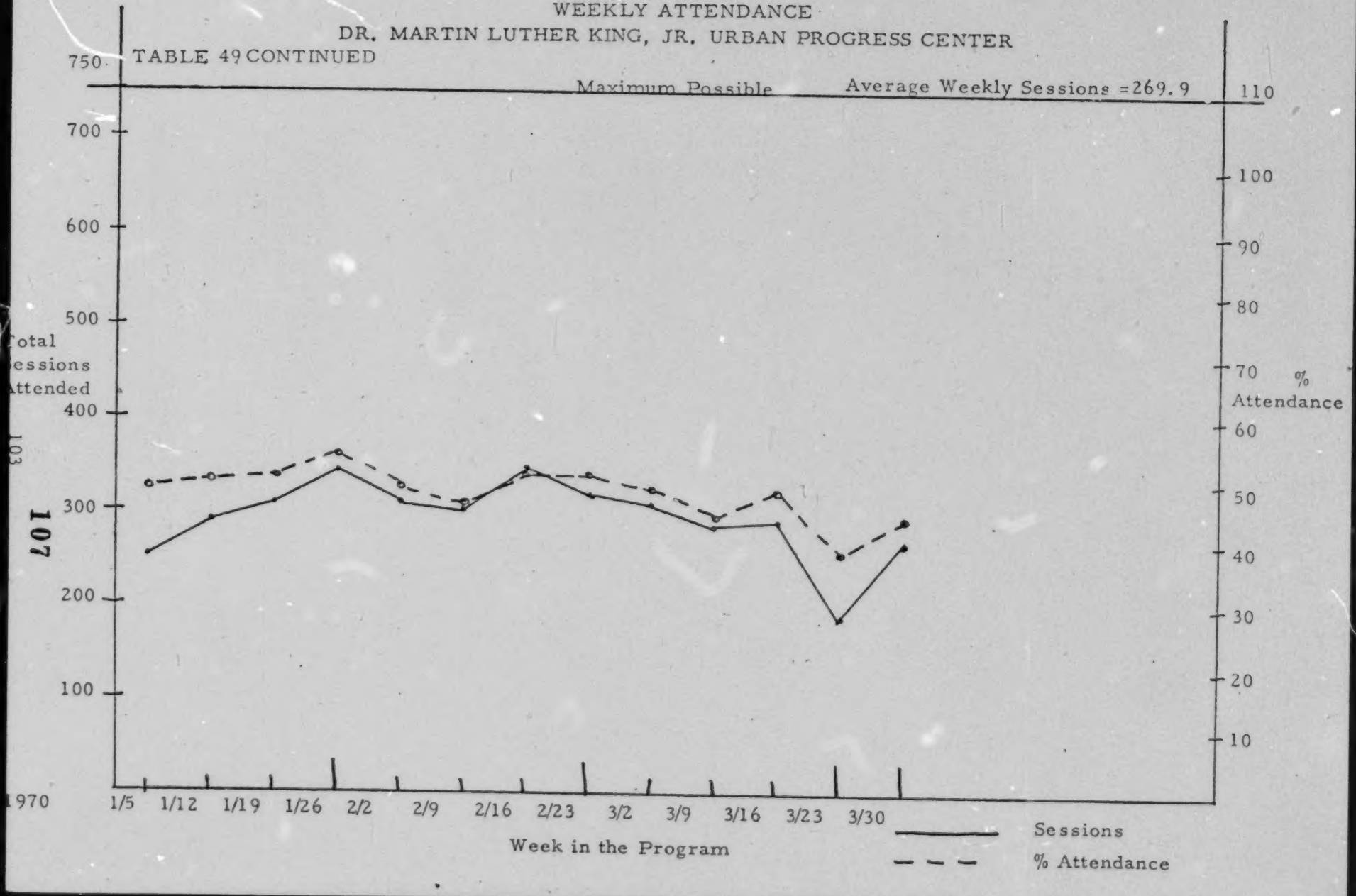

TABLE 49 CONTINUED

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WEEKLY ATTENDANCE

DR. MARTIN LUTHER KING, JR. URBAN PROGRESS CENTER

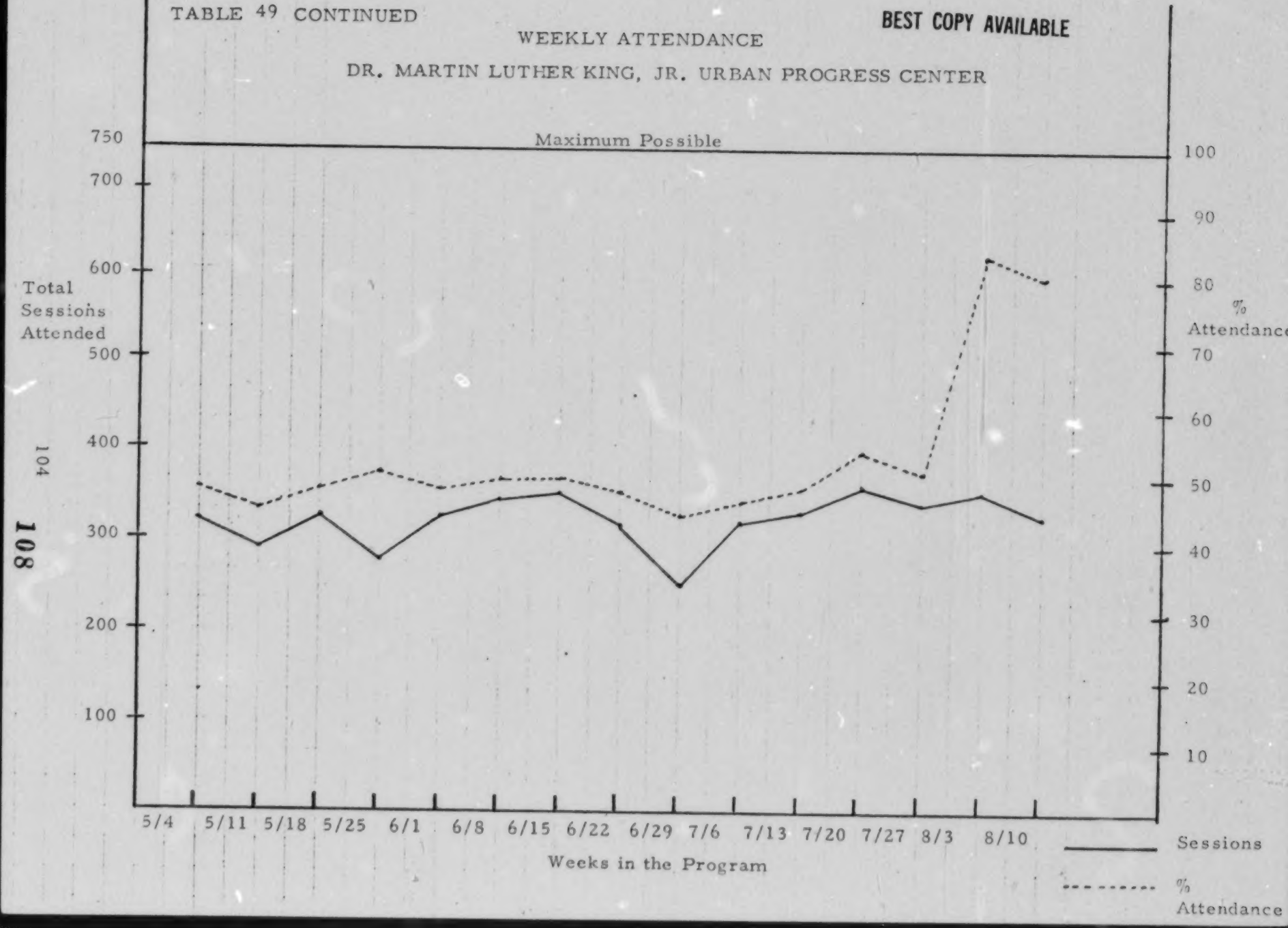

TABLE 50

WEEKLY ATTENDANCE
LAWNDALE URBAN PROGRESS CENTER

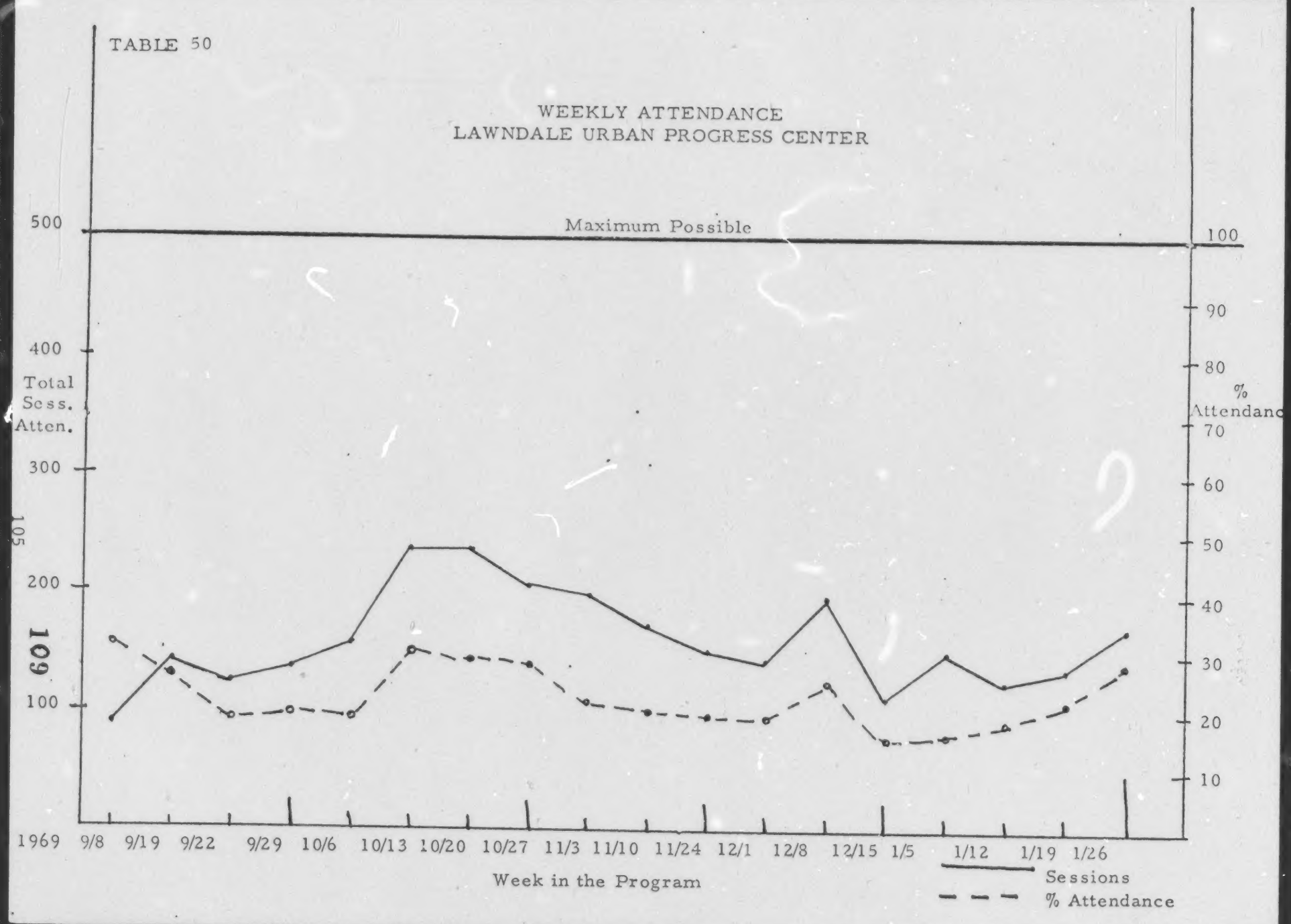

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TABLE 50 CONTINUED

WEEKLY ATTENDANCE
LAWNDALE URBAN PROGRESS CENTER

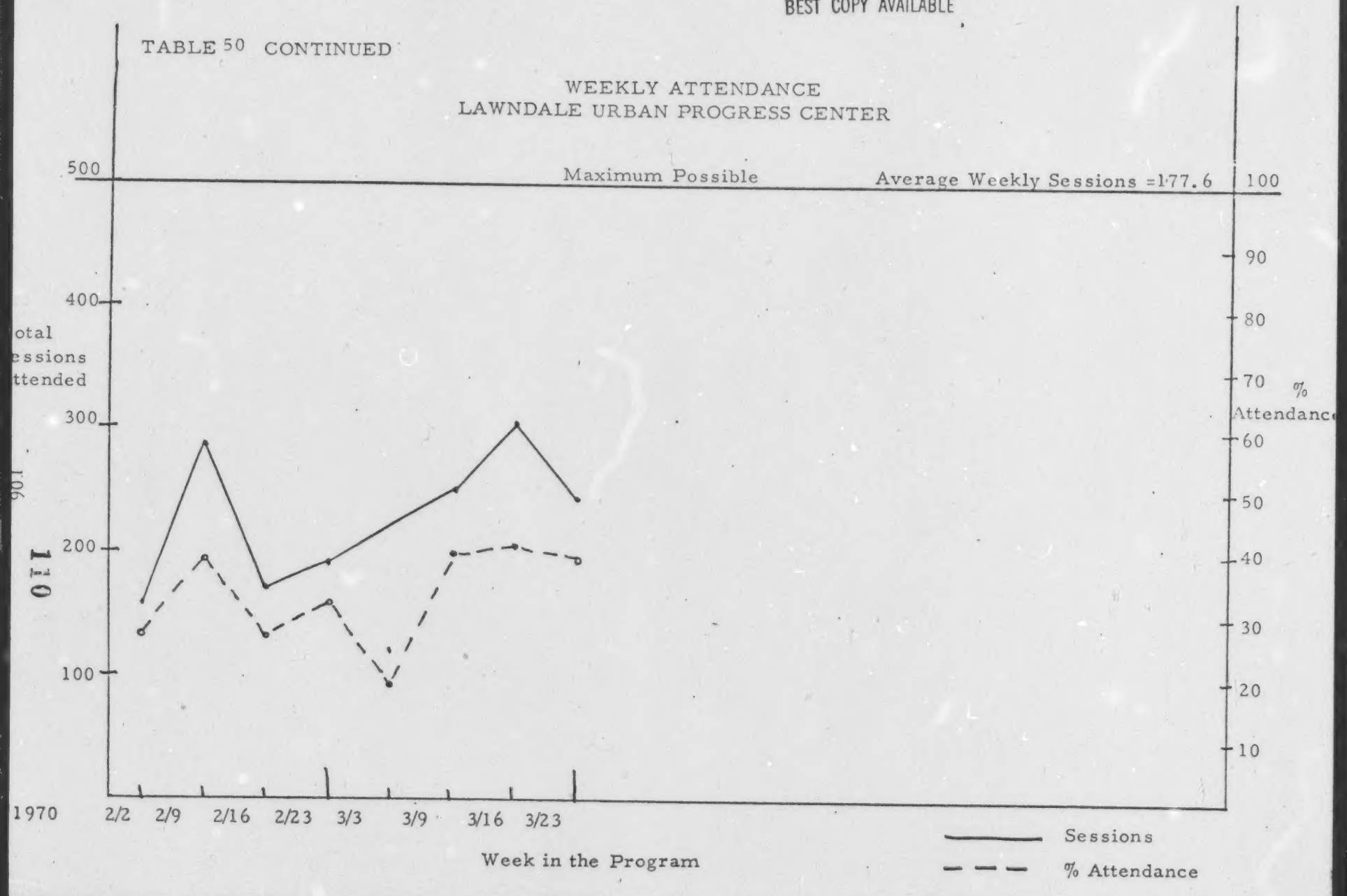

TABLE 50 CONTINUED

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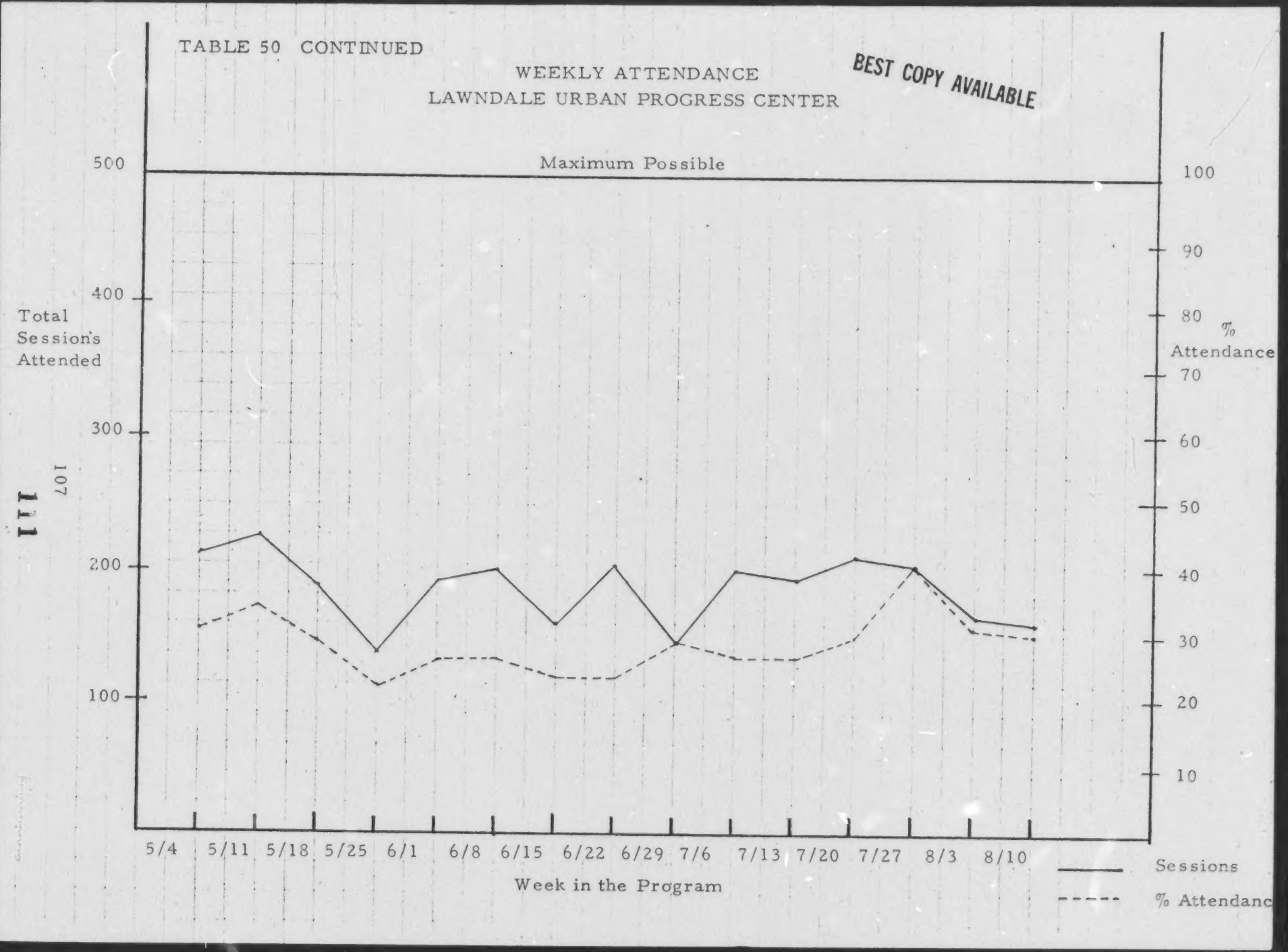

TABLE 51

WEEKLY ATTENDANCE
GARFIELD NEIGHBORHOOD SERVICE PROGRAM

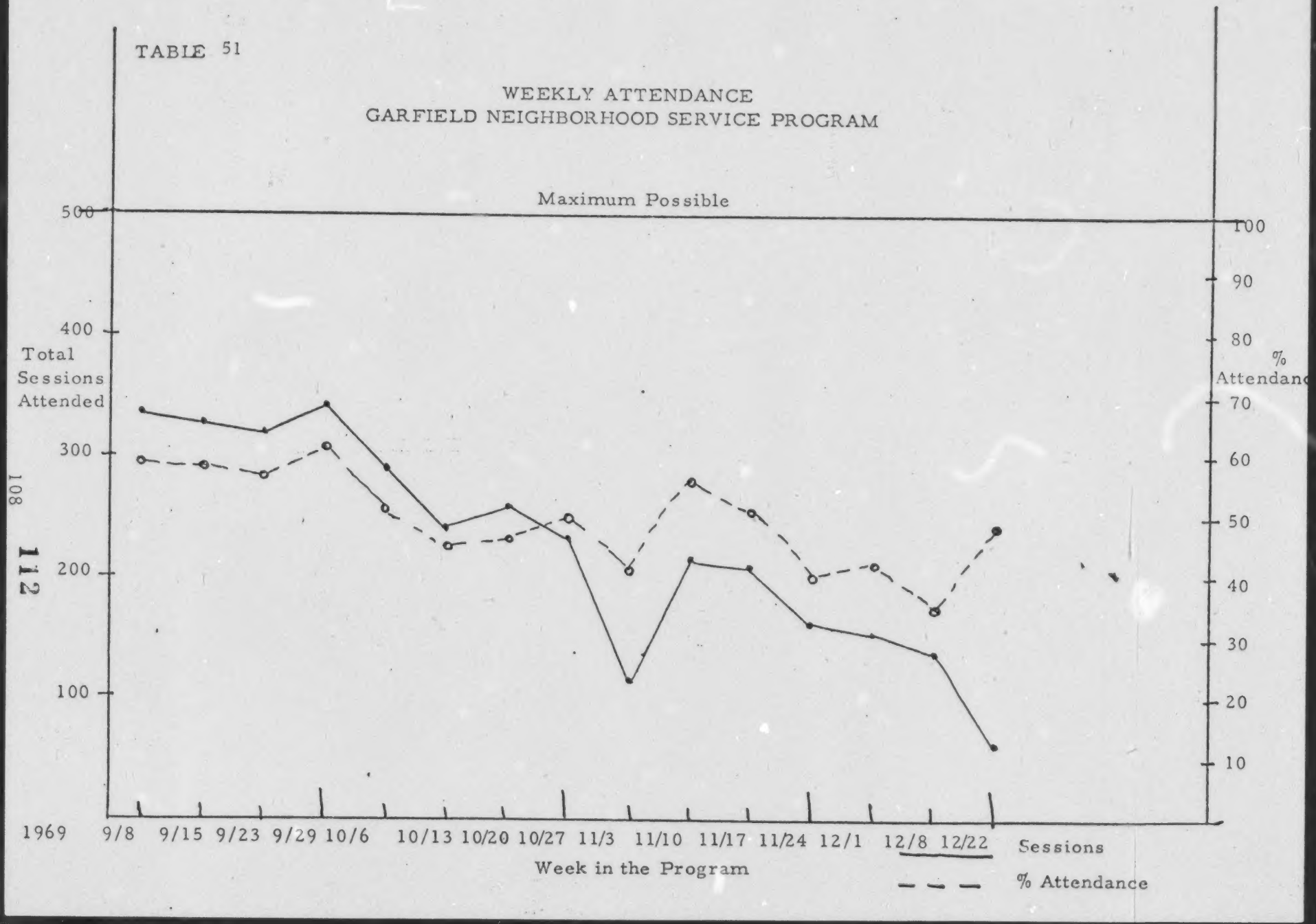

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TABLE 51 CONTINUED

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WEEKLY ATTENDANCE
GARFIELD NEIGHBORHOOD SERVICE PROGRAM

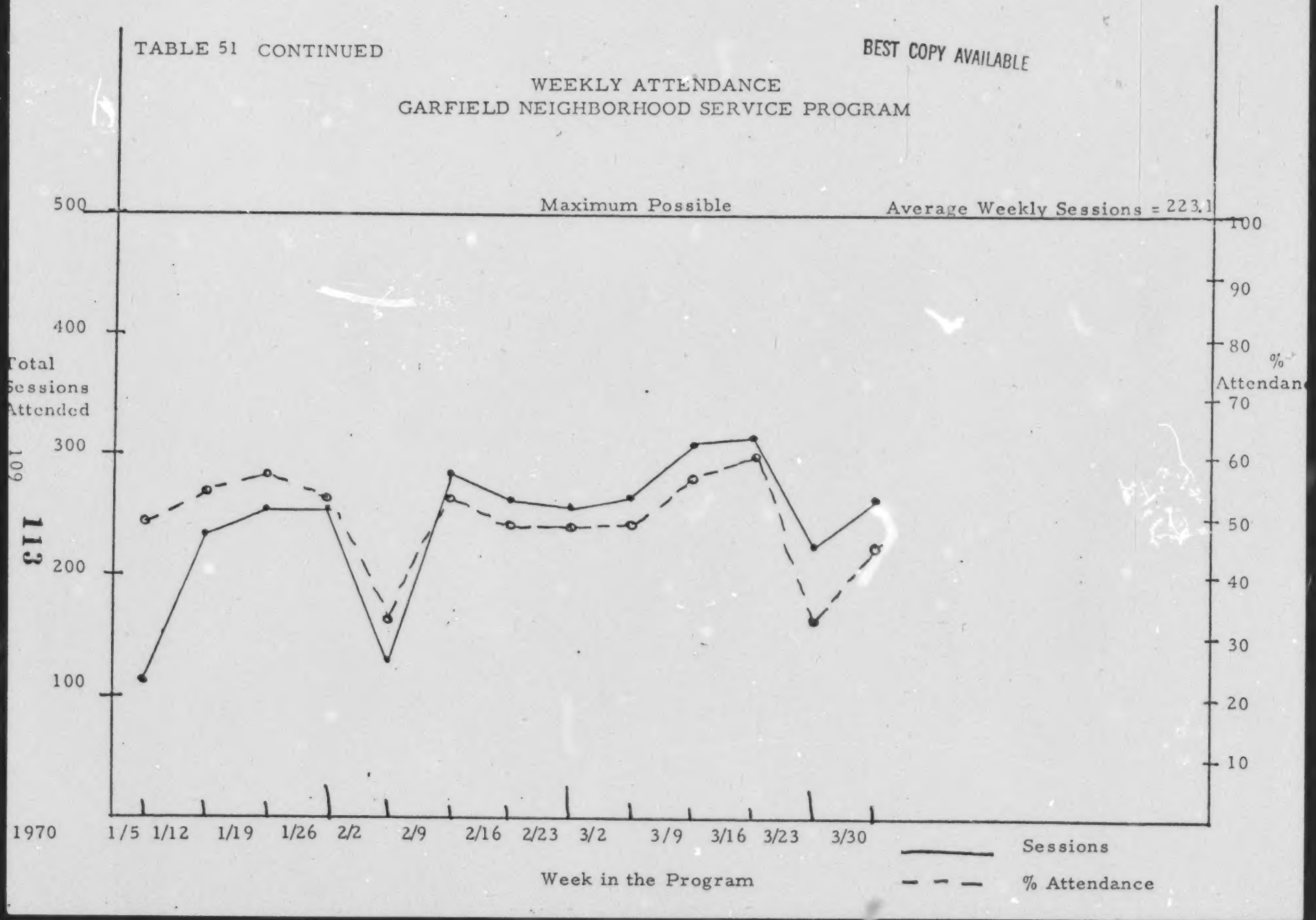

TABLE 51 CONTINUED

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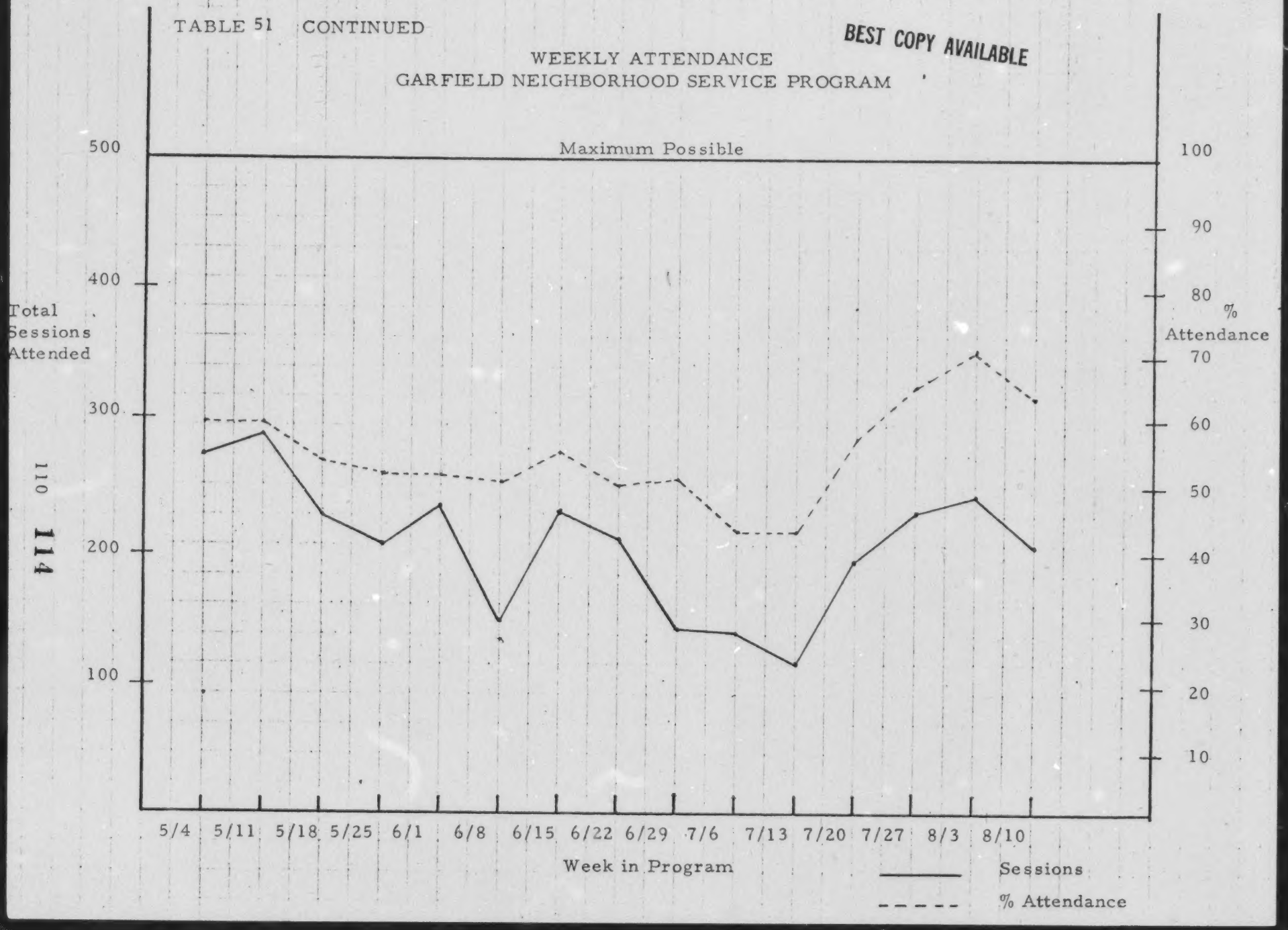
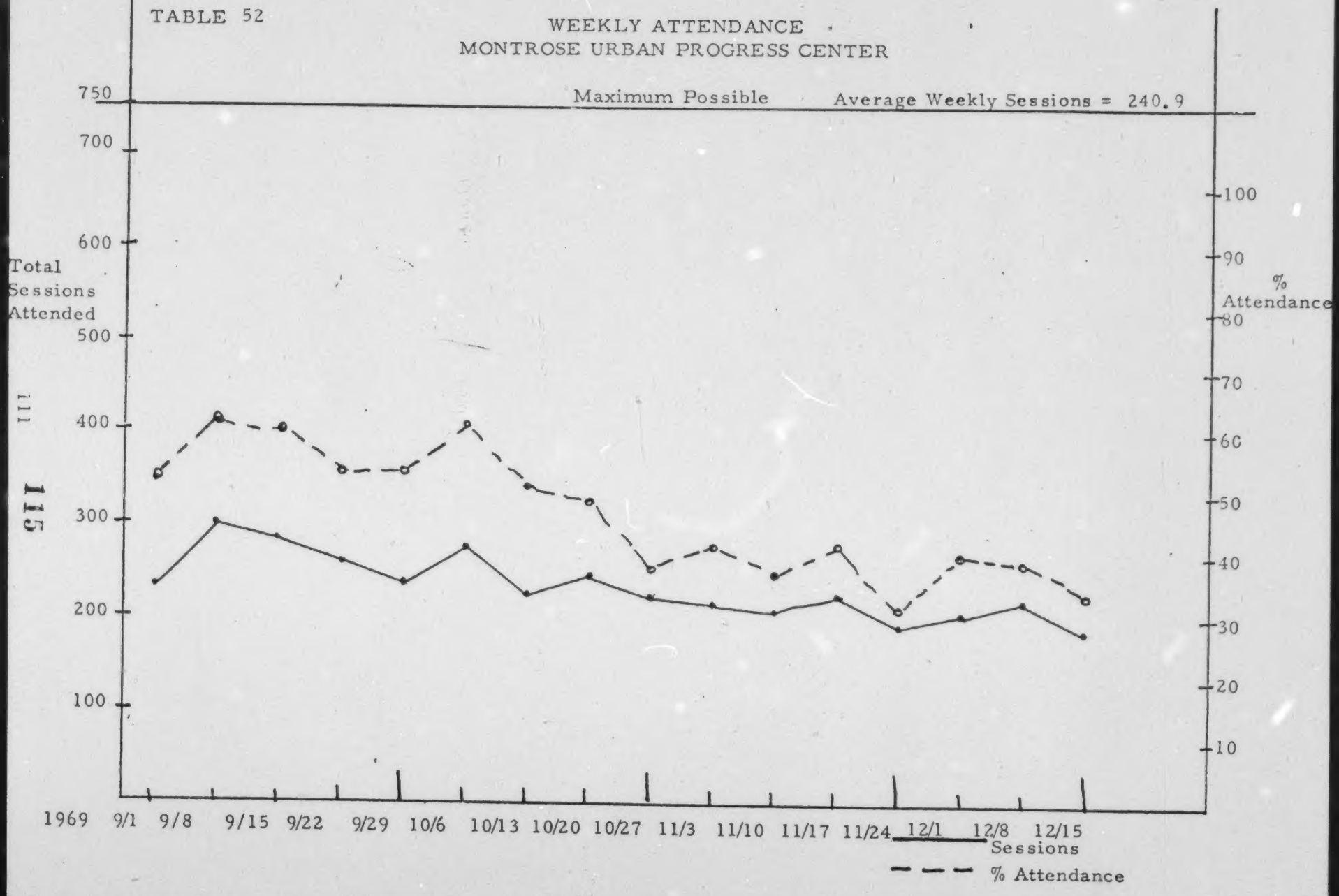


TABLE 52

WEEKLY ATTENDANCE
MONTROSE URBAN PROGRESS CENTER



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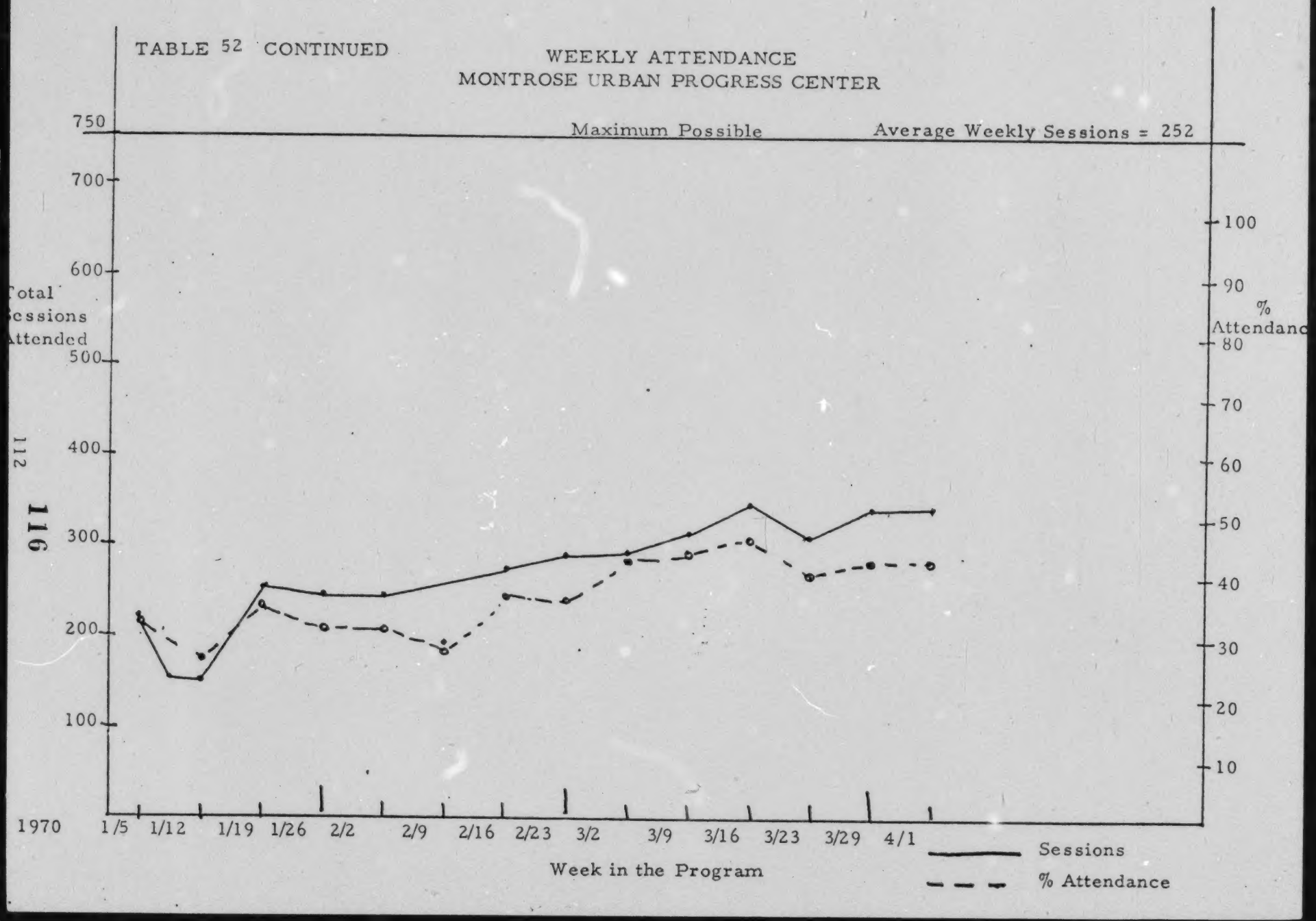

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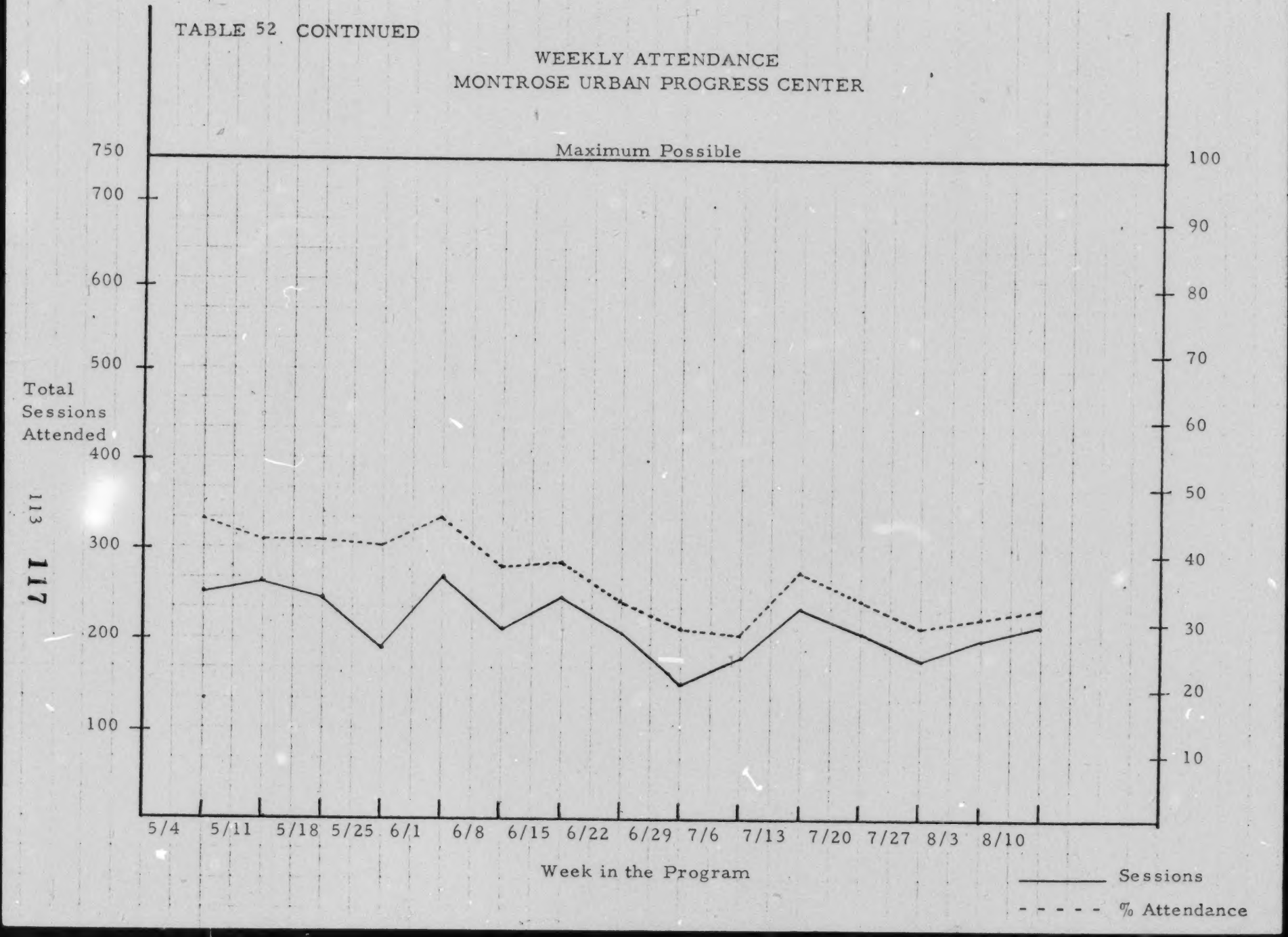
TABLE 52 CONTINUED



stipends or even carfare to students, 36% may not be a bad batting average. In fact it probably is unreasonable to expect a program operating under these conditions to operate at more than 50% efficiency.

There are several reasons for the under-attendance. The Wordpower machines are concentrated at too few sites. Conceivably, each of the sites could operate with half the machines they now use, and serve the same number of people. Decentralization is a must to establish a respectable level of efficiency.

The reflections of the staff as shown in Table 7 indicate they believe it is important to find a way of better advertising the program, incorporating an incentive to motivate the students to good attendance. The recruitment program, using only Community Respresentatives, has failed to put Wordpower across. As it now functions Project Outreach employs Community Representatives who go out into the community and refer individuals to all of the programs and services being offered at the Urban Progress Center. Since this service has failed Wordpower, an auxiliary recruitment procedure or advertising will have to be developed to reach prospective students. In one case an enthusiastic student recruited over 40 people. It may be that students like this one may be the answer to recruitment problems.

If we now introduce some other totals, it is possible to estimate the cost effectiveness of the Wordpower program. The cost of the Wordpower program has been approximately $35,000 per month.

Projecting 34.4 student hours per two-grade-level achievement (the Sullivan figure)and assuming a two-grade-level gain as the basis for measuring, we can make two cost estimates. The first reflects the projected cost per student if the program were running at peak efficiency, and the second projects the cost per student as the program is now functioning.

In the efficient case, it would be possible to expose the students

for a total of 833 hours per week, or a gain of 48.43 grades per week, 193.72 per month. Dividing the monthly figure into the total expenditure of $35,000 per month gives an average cost per student of $180.67 per grade-level in gain — ($361.34 per two-grade-levels gain).

In the situation to date the Centers are used for approximately 303.8 hours per week, or a gain of 17.66 grade-levels per week (or 70.64 per month). When this figure is divided into the $35,000 per month total, the average cost per student is $495.47 per grade-level increase or $990.94 per two-grade-level increase.

It is difficult to establish comparative data since no existing program has reached the population Wordpower serves. A somewhat comparable program is run by the University of Chicago Lab School using individual teachers with students in a one-to-one relationship.

Their rule of thumb for progress is twenty hours per grade-level improvement, or a total of forty hours per two-grade-level improvement. Our best estimate indicates Wordpower accomplishes this same gain in 34.4 hours, 86% of the time, with a much more retarded group of students. For the University of Chicago program to compete with the efficient Wordpower estimate, it would be necessary for the tutoring program to operate at a cost of slightly more than $9.00 per hour per student hour. This $9.00 would have to pay for the individual tutor, the books and materials used, the materials consumed by the student, and the overhead to keep the program running. This, of course, includes nothing for development of new reading materials or establishing a study area center where students could re-work the material covered during their daily lesson.

In conclusion, therefore, the results of this section indicate that Wordpower can be cheaper, in the long run, than alternative methods of teaching reading. Unfortunately, problems in recruitment and over-centralization have caused Wordpower to operate at only 36% efficiency.

Once fewer machines are put at more sites, and an auxiliary recruitment program is instituted, Wordpower will be cost competitive with the best reading programs, none of which have been successful in reaching the severely retarded disadvantaged adult.

CHAPTER 9

BEYOND THE STATISTICS

New Material for Adults

To make the program more relevant to adult interests and to provide materials at the seventh and eighth grade levels, the Wordpower research staff, under the direction of Mr. John Hurst, an eminent authority on Basic Adult Education, have adapted materials to supplement the child oriented Sullivan reading program. The research staff is now in the process of programming thirty stories from Mr. Hurst's fascinating series, "And So the Story Goes." Each story in the series is an interesting but little known experience in the life of a famous writer, statesman or scientist. The stories are being programmed using a unique "speeded" method of presentation developed by Hearst for the "Talking Typewriter", which reduces the response time of the Typewriter by two thirds, enabling students to advance through the program at an accelerated rate. While the story unfolds, students in the booth read, spell, and pronounce key words in the lesson. After the booth session, the Study Area Specialist goes over the story with the student in a reader, which reveals the identity of the famous figure.

The effort invested in this new programming returns in two ways. First, it improves the overall quality of the Wordpower program, and second, it produces a set of outstanding adult materials available for future adult reading programs. IDI submitted a detailed critique of previous programming efforts and methods for the Wordpower research staff (the details of which need not be reiterated here) but this newest effort with Mr. Hurst which has not proceeded sufficiently to permit an evaluation, promises to be a giant step forward.

Case Histories of Wordpower Students

When evaluating a program like Wordpower, which helps people in the lowest economic strata, statistics do not really tell the story. They never fully describe the importance of the ability to read to a disadvantaged adult. To

honestly measure the value of the program, we tried to find out what it has meant to the students, not just to the IBM cards.

In the section that follows, we have included several short summaries of the more than 70 case histories we have on file of individuals who have directly benefitted from Wordpower.

One lady came to Wordpower to improve her spelling, pronunciation, and vocabulary, because she had failed several qualifying exams for clerical work. After completing the program, she reported that her improvement in reading and writing made it possible for her to become a typist with Alden, Inc.

A young woman entered Wordpower to improve her educational future. After many hours of hard work and diligent study, she went on to receive a high school diploma. She is now enrolled in an I. B. M. training school.

After two months of regular attendance in Wordpower, a woman was able to significantly increase her reading level. Later, she told the staff that her reading progress had made it possible for her to get a job as a clerk for a printing firm.

A woman entered Wordpower because she knew her deficiencies in grammar, reading and writing held her back. Through Wordpower program and her own determination, she has been able to find a rewarding job.

A young woman was unable to write her name when she entered the program. After several lessons, she could write well enough to correctly fill out a job application. In this way, Wordpower helped her to find her first job.

A high school student who experienced difficulty in reading and writing enrolled in Wordpower. After attending the program, he substantially improved in his communication skills. He became so enthusiastic about the "Talking Typewriter" that he purchased a typewriter of his own to help himself with his homework. Wordpower has helped this young man raise his academic ambitions.

Three young men came to the Wordpower program under Project Alternative, a program which gives men convicted of misdemeanors the opportunity

to complete their education while serving their sentences, and find gainful employment when released. Their progress in Wordpower enabled them to pass the entrance exam to the Washburn Trade School. They now attend classes in electronics, carpentry, and plumbing.

A woman who was totally illiterate when she came to Wordpower, succeeded in completing the program and now can read and write proficiently. She now feels more confident in carrying out household chores and shopping for her family.

Upon entering Wordpower, an unemployed young man was reading at the 2nd grade level. After working in Wordpower, he increased his reading level to the fifth grade. As a result, he is now employed at Goodwill Industry, and reads the newspaper daily.

The Chicago area has many senior citizens who never received an adequate education. Wordpower is a "last chance" for many of these people to learn to read. An elderly lady, totally illiterate when she entered Wordpower progressed through a year of hard work. Her crowning achievement came the day she was able to write a letter to her family in the South. She joyfully thanked the Wordpower staff for her new found ability to communicate.

A man entered the program because he was not able to pass the GED exam. By attending Wordpower he improved sufficiently to qualify for GED classes.

A high school graduate employed at Cook County Hospital as a nurses' aid, entered Wordpower with a 4th grade reading level. She attended classes for three months and progressed sufficiently in reading to pass the Licensed Practical Nurses' reading exam. She is now enrolled in L. P. N. training classes.

One young man had an intense desire to read when he came to Wordpower. He was always struggling through a current novel by a black author, or civil rights leader, and yet, he read below the 4th grade level. Through extensive vocabulary drills and special assistance in comprehension given him in Wordpower, his reading ability increased sufficiently to enable him to enter General

Educational Development (GED) classes.

A Spanish speaking woman who had lived in the United States for thirteen years, wanted citizenship, but was uncertain of her English. After progressing in the Wordpower program, she became a U. S. citizen and expressed her appreciation to the staff. As a result of her experience, she is hoping to work at the Urban Progress Center and help others as she was helped.

A young man from Cuba came to Wordpower to improve his English, so that he could get a better job. When the Wordpower staff learned that he was interested in printing, he was referred to printing classes as well. He now works for the same employer, has shorter hours, and makes considerably more money.

One man who entered the Wordpower program could not carry on a conversation in English. In Wordpower he improved rapidly, and got a significant promotion at work.

A young woman who was attending GED classes felt that she would fail the GED tests because of her poor reading skills. She enrolled in the Wordpower program and successfully passed the GED test.

A young woman speaking practically no English completed the Wordpower program. She has been promoted to receptionist-typist at an insurance agency because of her bilingual abilities.

A young man with a 3rd grade reading ability who wanted to enroll in the Board of Education Adult Education Classes enrolled in Wordpower. After diligent study, he raised his reading level to the 6th grade level and has enrolled in an Adult Education Program.

A young woman who was working as a waitress because she was not able to read and write effectively, found she was not able to sufficiently support her family, nor could she move on to a better job. She enrolled in the Wordpower program and improved her reading and writing sufficiently to qualify for the Graduate Education Diploma classes. She is presently employed by the U. S. Treasury Department and her salary has increased by more than 150 per cent.

A young man from St. Louis came to the Lawndale Urban Progress Center looking for a job. He wanted to earn enough money to return to St. Louis and re-enter school there, but was unable to find a job because of his poor reading, spelling, and diction. During the year and a half he spent in the Wordpower program, his reading ability doubled, and he was able to pass the entrance exam to the Marine Corps. He is now serving his country in uniform.

Another young woman, presently enrolled at Malcolm X College, had tried to become a practical nurse. She failed her exam twice, and found it was due to her lack of reading skills. She enrolled in Wordpower, and through regular attendance, hard work and encouragement, she has significantly increased her reading level, and is now moving on to a teaching career.

Another young woman was unable to distinguish among the letters of the alphabet when she first enrolled in the Wordpower program. Through her work in the program, she not only has learned to read, but has also become proficient in typing. She is now employed by the Model Cities Program here in Chicago.

A young woman who believed that her employment opportunities were severly limited because of her poor education and her low reading ability, enrolled in the Wordpower program to raise her income. After months of hard study, she began typing. She became so good that she is now employed with the Garfield Neighborhood Community Center as a community representative.

A young girl who entered high school with a reading level below the 3rd grade was faced with the problem of having to drop out. She enrolled in the Wordpower program when she discovered she could not find a job. During the summer she more than doubled her reading level, and now plans to return to school to finish her high school education.

Our files contain many more examples of other students who have been directly helped as a result of Wordpower. But beyond this, we cannot begin to estimate how many people went on to better jobs or educational opportunities without telling the staff. The important point of this chapter is that Wordpower

has helped people in a very direct and personal way. Some people are able to get into another educational program, others to learn a trade, get a better job or improve doing daily chores. All had their lives enriched, an outcome not measurable in dollars and cents, or grade levels, but in the pride and satisfaction the students continue to experience.

CHAPTER 10

SUMMARY AND CONCLUSIONS

This section is devoted to the formidable task of summarizing all the results presented in the previous chapters.

It is apparent that Wordpower meets an important need in ghetto communities. There are many people who are concerned (and under-employed) because of their inability to read and write. Many have a history of academic failure and could not participate in a traditional reading program. All are grateful for the help Wordpower gives.

As was anticipated, writing was shown to be intimately related to reading. The obvious implication, a good reading program should make provisions for writing as a concommital skill. Wordpower would do well to explore the potential of this idea.

The Chicago Committee on Urban Opportunity is in the process of revamping the Wordpower concept. The program will be altered to serve at least twice as many Centers, placing just two machines at each location. Wordpower will be coordinated with other training programs like "Touch Typing" and stipends will be provided to encourage regular attendance. This new development for Wordpower answers the major problems identified in this report. Recruitment will be improved since Wordpower will be tied to other on-going programs. Attendance will be improved since students will receive financial incentives. The focus of the program will be decentralized. It will serve more people as well as increasing its efficiency.

Perhaps, most important, it will continue to help people in the ways outlined by the "success stories" of Chapter 9. It will continue to serve as a stepping stone to help students move on to new educational and occupational goals. Wordpower will continue to be

an important program for reaching disadvantage adults because it offers more flexibility than traditional tutoring or classroom techniques and insures the privacy and freedom from embarrassment necessary to instill confidence and security.

APPENDIX I

FORMS AND PROCEDURES

SECTION 1

FORMS USED BY THE WORDPOWER STAFF

Revised
September 1969

CCUO OPERATION MANPOWER

ENROLLEE INFORMATION RECORD

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1. Name	2. Address	3. Profile Number

4. Start Date	5. Telephone No.	6. Social Security No.	7. Sex ___Male ___Female

8. Date of Birth	9. Handicapped ___Yes ___No	10. Military Service Status ___Veteran ___Rejectee ___Other Non-Vet	11. Marital Status ___Never Married ___Married ___Divorced ___Widow/er

12. Occupational Goal Not consistantly reported.	13. Primary Wage Earner ___Yes ___No	14. Head of Family or Household ___Yes ___No	15. Check One ___White ___Am. Indian ___Negro ___Oriental ___Other ___

16.

Number of Dependents by Age				
Under 6 yrs.	6-15 yrs.	16-21 yrs.	22-64 yrs.	65 yrs. & older
Number				
Number for whom care is needed				

17.

18. Previous Job Training ___Yes (give title below) ___No Job Title ___	19. Title Last Job ___

20.	21.	22.

23.

24. Labor Force Status at Time Interviewed ___Employed (not underemployed) ___Underemployed ___Unemployed ___Not in Labor Force - in school ___Not in Labor Force - (other) ___	25. Referred by ___CR Outreach ___NYC ___Job Corps ___Union ___Employer ___Self ___Welfare ___Other Community Group ___School ___Other ___

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Research Division-M2

CCUO OPERATION WORDPOWER

ENROLLEE INFORMATION RECORD

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26. Language Spoken in Home ___English ___Spanish ___Other (specify) _____	27. Length of Residence in Chicago ___Yrs. ___Mos.	28. Number of Residence Changes within last two years _____
29. Birthplace City_____ State_____	30. Length of Residence in Birthplace _____Yr.	31. Last Year in School 19__
32.	33.	
34. Library Card ___Yes ___No	35. Driver's License ___Yes ___No	
36. Reason for Leaving School ___Graduation ___Pregnancy ___Work ___Disciplinary ___Poor Grades ___Illness ___Other _____	37. Distance from the Wordpower Site _____Blocks	38. Reason for Application ___Read for Recreation ___Employment Opportunity ___Read Everyday Material ___Other
39. Barriers to Attending Class		
40. Additional Comments		

Prepared by_____

Date_____

Center_____

CENTER NAME _____ DATE _____

SUBMITTED BY _____

ENROLLEE TEST SCORES

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ENROLLEE NAME _____
Started:

Initial Testing

Stanford Achievement Test (SAT)

Test Form _____ Score

WR or M _____

PM _____

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # _____

2nd Testing after _____* Machine Hours

Stanford Achievement Test (SAT)

Test Form _____ Score

WR or M _____

PM _____

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # _____

3rd Testing after _____ Machine Hours

Stanford Achievement Test (SAT)

Test Form _____ Score

WR or M _____

PM _____

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # _____

4th Testing after _____ Machine Hours

Stanford Achievement Test (SAT)

Test Form _____ Score

WR or M _____

PM _____

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # _____

*Not less than 20 hours

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CCUO OPERATION WORDPOWER

INITIAL TESTING REPORT

1. Name	2. Address	3. Profile Number

4. Sex	5. Age	6. Date Tested	7. Sullivan Placement Test Results
_____Male _____Female			Level_____

8. SAT Results		9. _____Applicant Accepted into Program
_____Primary I	_____Intermediate I	Date to Start_____
_____Primary II	_____Intermediate II	_____Applicant Rejected
Score_____	_____Form	Reason_____

10. Further Action Taken (For Applicants Rejected)

_____Referred to UPC-GED Class

_____Referred to UPC Adult Education Class

_____Referred to Urban Life Division

_____Other Referral(specify)_____

_____No Referral Made(explain)_____

11. Result of Referral Date_____	12. Completed by_____ Center_____ Date_____

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Research Division - EP

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
OPERATION WORDPOWER

Follow-Up Report

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1. Name	2. Address	3. Telephone

4. Profile Number	5. Start Date	6. Days Absent	7. Date Initiated

7. Follow-Up Attempts:

Mo	Dy	Yr	Mo	Dy	Yr	Mo	Dy	Yr

8. Follow-Up Successful?

_____ Yes (complete 9 and 11)

_____ No (complete 10 and 11)

9. Reason For Absence:

- ☐ Illness
- ☐ Family Care Needed
- ☐ Child Care Needed
- ☐ Found Employment
- ☐ Enrolled in Training
- ☐ Not Interested
- ☐ Disliked Program
- ☐ Transportation
- ☐ Schedule Unsuitable
- ☐ Other _____

10. Failure to Contact:

- ☐ Moved
- ☐ No Such Address
- ☐ Not At Address
- ☐ Building Demolished
- ☐ Other _____

11. Comment on Absence or Failure To Contact:

12. Will Enrollee Return?

- ☐ Yes (Date _____)
- ☐ No

13. Final Status:

- ☐ Enrollee Returned on _____
- ☐ Enrollee Dropped on _____

_____ Total Days Absent

14. Completed By:

Title: _____

Center: _____

Date: _____

15. Approved By: _____

Title: _____

Date: _____

Date: _____

CCUO-640-WP Revised 8/25/69

CENTER _____

PREPARED BY

_____

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION MANPOWER

WEEKLY ACTIVITY REPORT

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Week of _____

ATTENDANCE INFORMATION

A. INTAKE

1. Enrollees reported end of previous week		_____
2. Number applicants this week	_____	
3. Number rejected	_____	
4. Number Applicants accepted		_____
5. Number Re-Entrants		_____
B. TOTAL ENROLLEES (ITEMS 1, 4, 5)		_____
6. Total Dropouts	_____	
7. Total Completed	_____	
C. TOTAL ACTIVE ENROLLEES, END OF WEEK (Item B, less 6 & 7)		_____

WEEKLY ATTENDANCE BREAKDOWN

	AM		PM	
	PRESENT	ABSENT	PRESENT	ABSENT
Monday	____	____	____	____
Tuesday	____	____	____	____
Wednesday	____	____	____	____
Thursday	____	____	____	____
Friday	____	____	____	____

FOLLOW UP REPORTS

1. Number Follow Up Reports initiated this week	_____
2. Total Follow Up Reports pending, end of this week	_____

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ENROLLEE CHARACTERISTICS	NEW	DROP OUT	COMPLETED
TOTAL	____	____	____
ENROLLEE CHARACTERISTICS			
MALE	____	____	____
FEMALE	____	____	____
AGE			
16-21	____	____	____
22-44	____	____	____
45-64	____	____	____
over 64	____	____	____
Num BER SESSIONS ATTENDED			
1 - 5		____	____
6 - 10		____	____
11 - 20		____	____
21-30		____	____
31 - 40		____	____
41 - 50		____	____
over 50		____	____
READING LEVEL			
Grade / Book			
I / 1-2	____	____	____
II / 3-5	____	____	____
III / 6-7	____	____	____
IV / 8-10	____	____	____
V / specify material _____	____	____	____
VI / specify material _____	____	____	____

SECTION 2

FORMS USED BY IDI STAFF

OPERATION WORDPOWER QUESTIONNAIRE

Interviewer_____ Interviewee_____ Center K L G M

Shift 1 2

Opening Instructions: WE ARE TAKING A SURVEY OF THE PEOPLE IN THE OPERATION WORDPOWER PROGRAM TO FIND OUT HOW TO MAKE IT BETTER. I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOURSELF AND THE PROGRAM. PLEASE ANSWER THEM AS BEST YOU CAN. IF YOU DON'T UNDERSTAND A QUESTION ASK ME AND I'LL EXPLAIN IT.

(If you are asked a question at this point, try to use one of the stock answers below.)

Privacy: NO ONE AT THE CENTER WILL EVER SEE YOUR ANSWERS OR KNOW WHAT YOU SAID.

How Long: USUALLY THE INTERVIEW TAKES ABOUT 10 MINUTES.

Doesn't want to take the interview: I KNOW YOU ARE INTERESTED IN THE SUCCESS OF THIS PROGRAM. OUR CONVERSATION IS YOUR CHANCE TO MAKE IT BETTER FOR YOURSELF AND OTHERS.

---

1. HAVE YOU BEEN IN A READING PROGRAM BEFORE, OTHER THAN IN SCHOOL?

_____No

_____Yes; DID YOU FINISH?

_____No

_____Yes

WHAT WAS THE PROGRAM CALLED?

_____

DID THE PROGRAM HELP YOU?

_____No; WHY DIDN'T IT HELP YOU?

_____

_____Yes; HOW DID IT HELP YOU?

_____

2. IF WE DIDN'T HAVE THIS PROGRAM WOULD YOU TRY TO ENTER SOME OTHER READING PROGRAM?

_____ No

_____ Yes; DO YOU KNOW OF ANOTHER PROGRAM?

_____ No

_____ Yes; WHAT IS IT CALLED?

_____

3. WHAT THINGS ABOUT THE PROGRAM WERE IMPORTANT TO YOU WHEN YOU DECIDED TO ENTER THE PROGRAM?

_____

ANSWER "YES" TO ANY OF THE FOLLOWING THAT WERE VERY IMPORTANT AND NO TO THE OTHERS.

_____ IT WAS NEAR YOUR HOME;

_____ YOU COULD WORK AT YOUR OWN SPEED;

_____ YOU COULD WORK BY YOURSELF;

_____ YOU COULD CHOOSE THE TIME TO COME;

_____ YOU COULD BRING CHILDREN TO THE NURSERY;

_____ YOU DON'T HAVE TO COMPETE WITH OTHER STUDENTS.

4. I'D LIKE TO ASK YOU ABOUT THE KINDS OF THINGS YOU HAVE TO READ AT HOME.

DO YOU HAVE NEWSPAPERS AT HOME?

_____ No

_____ Yes; WHERE DO YOU GET YOUR NEWSPAPERS?

_____ delivered

_____ buy them

_____ library

_____ from friends or relatives

5. DO YOU HAVE MAGAZINES AT HOME?

_____ No

_____ Yes; WHERE DO YOU GET THEM?

_____ delivered

_____ buy them

_____ library

_____ from friends or relatives

6. DO YOU HAVE BOOKS AT HOME?

_____ No

_____ Yes; WHERE TO YOU GET YOUR BOOKS?

_____ buy them

_____ library

_____ from friends or relatives

7. WHAT DO YOU LIKE TO READ MOST?

_____ BOOKS, OR

_____ MAGAZINES, OR

_____ NEWSPAPERS

(Insert choice from part one) ↓

WHY DO YOU LIKE TO READ _____?

_____ FOR ENJOYMENT, OR

_____ FOR STUDY, OR

_____ FOR SHOPPING AND AROUND THE HOME.

_____ OTHER

8. DO YOU READ NEWSPAPERS?

_____ No

_____ Yes; WHAT SECTIONS DO YOU TURN TO?

_____ headlines - front page

_____ sports

_____ comics - funnies

_____ want ads

_____ store advertisements or sales

_____ other

9. ANSWER YES TO THE THINGS YOU COULDN'T DO BEFORE YOU BEGAN THE PROGRAM.

_____ READ ADS.

_____ ANSWER ADS.

_____ FILL OUT JOB FORMS.

_____ OTHER_____

10. WHAT THINGS CAN YOU DO BETTER BECAUSE OF THE READING YOU LEARNED HERE?

_____ READ ADS.

_____ ANSWER ADS.

_____ FILL OUT JOB FORMS.

_____ GET A BETTER JOB.

_____ OTHER_____

_____

11. _____WHAT GRADE DID YOU FINISH IN SCHOOL?

12. DO YOU PLAN TO GET MORE SCHOOLING?

_____ NO

_____ YES

13. HOW DO YOUR FRIENDS OR FAMILY HELP YOU SUCCEED IN THIS PROGRAM?

_____ DO THEY HELP WITH CHORES?

_____ DO THEY BABYSIT?

_____ DO THEY GIVE CARFARE?

_____ DO THEY HELP WITH READING?

_____ DO THEY WANT YOU TO GET AHEAD?

14. WHAT DO THE PEOPLE YOU LIVE WITH READ?

_____ DO THEY READ BOOKS?

_____ DO THEY READ MAGAZINES?

_____ DO THEY READ NEWSPAPERS?

_____ DO THEY READ OTHER THINGS?

WHAT ARE THOSE OTHER THINGS? _____

15. ARE YOU MOST INTERESTED IN LEARNING TO READ:

_____ FOR ENJOYMENT, OR

_____ FOR STUDY, OR

_____ FOR SHOPPING AND AROUND THE HOME,

_____ FOR JOB OPPORTUNITY.

16. WHAT DO YOU LIKE TO READ ABOUT MOST:

_____ HOW TO DO THINGS, OR

_____ ADVENTURE AND ACTION, OR

_____ NEWS, OR

_____ STORIES ABOUT REAL PEOPLE, OR

_____ SPORTS, OR

_____ OTHER _____

17. ARE THE STORIES ON THE TYPEWRITER INTERESTING?

_____ NO

_____ YES

ARE THEY ABOUT IMPORTANT THINGS?

_____ NO

_____ YES

18. SHOULD MORE TIME BE SPENT ON STUDENTS WORKING WITH THE INSTRUCTOR?

_____ NO

_____ YES

19. WHAT WOULD YOU LIKE TO SPEND MORE TIME WITH THE INSTRUCTOR DOING?

_____ ASKING QUESTIONS ABOUT THE PROGRAM

_____ GETTING SPECIAL HELP

_____ WORKING ON WRITING

_____ OTHER_____

20. WOULD YOU LIKE TO SPEND MORE TIME:

_____ ON THE TALKING TYPEWRITER, OR

_____ IN THE READING CENTER, OR

_____ ON OTHER THINGS_____

21. HOW MUCH TIME, OUTSIDE OF THE CENTER, DO YOU SPEND READING EACH DAY?

_____ NONE

_____ 10 MINUTES OR LESS

_____ 20 TO 30 MINUTES

_____ OVER 30 MINUTES

22. HAS WHAT YOU LEARNED HELPED YOU WITH:

_____ READING SIGNS, LABELS AND INSTRUCTIONS.

_____ READING FOR ENJOYMENT.

_____ READING TO LEARN SOMETHING.

_____ READING WANT ADS.

_____ READING TO DO BETTER ON A JOB.

WORDPOWER STAFF QUESTIONNAIRE

Interviewer_____ Staff Member_____ Center K L G M

Instructions: I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT THE WORDPOWER PROGRAM AND THE PEOPLE WHO ARE ENROLLED.

1. WHAT KIND OF PEOPLE ENROLL IN THIS PROGRAM?

_____

_____

_____

_____

WHAT SEEMS TO BE THEIR MAIN REASON FOR ENROLLING?

_____

_____

_____

_____

2. WHAT KIND OF PEOPLE DROP OUT OF THE PROGRAM?

_____

_____

_____

_____

WHY DO THEY DROP OUT?

_____

_____

_____

_____

_____

3. WHAT DO YOU LIKE BEST ABOUT THE PROGRAM?

WHY?

WHAT DO THE ENROLLEES LIKE BEST ABOUT THE PROGRAM?

WHY?

4. WHAT SUGGESTIONS WOULD YOU MAKE FOR IMPROVING THE PROGRAM?

5. HAVE YOU NOTICED ANY DIFFICULTIES THAT THE PROGRAM HAS HAD?

WHAT COULD BE DONE ABOUT THEM?

6. DO YOU THINK THE STUDENTS SPEND ENOUGH TIME WITH THE TALKING TYPEWRITER?

DO THEY SPEND ENOUGH TIME IN THE CENTER?

7. COULD YOU SUGGEST ADDITIONAL THINGS STUDENTS SHOULD BE DOING IN THE STUDY AREAS?

8. DO YOU HAVE ANY OTHER COMMENTS ABOUT THE PROGRAM?

13. _____ WHAT GRADE DID YOU FINISH IN SCHOOL?

_____ WHAT SUBJECT DID YOU LIKE BEST?

_____ WHAT SUBJECT WAS THE HARDEST?

14. DO YOU PLAN TO GET MORE SCHOOLING?

_____ No

_____ Yes; WHAT KIND OF SCHOOL PROGRAM WOULD YOU LIKE IF YOU GO BACK?

____ GET A SCHOOL DIPLOMA, OR

____ LEARN A SKILL OR TRADE, OR

____ GO TO COLLEGE, OR

____ OTHER _____

15. HOW DO YOUR FRIENDS OR FAMILY HELP YOU SUCCEED IN THIS PROGRAM?

_____ DO THEY HELP WITH CHORES?

_____ DO THEY BABYSIT?

_____ DO THEY GIVE CARFARE?

_____ DO THEY HELP WITH READING?

_____ DO THEY WANT YOU TO GET AHEAD?

16. WHAT DO THE PEOPLE YOU LIVE WITH READ?

_____ DO THEY READ BOOKS?

_____ DO THEY READ MAGAZINES?

_____ DO THEY READ NEWSPAPERS?

_____ DO THEY READ OTHER THINGS?

WHAT ARE THOSE OTHER THINGS? _____

SCRIPT FOR TAPE CASETTE

Thank you for taking a few minutes to help us make the Wordpower Program better.

I will ask a few questions. I would like you to try to write answers to each one. No one at the center except you will see the results. I hope you enjoy doing each problem. Each time before you start writing, push the orange lever to the red dots and the tape will stop. To start the tape again, push the lever to the green dots. Now practice turning the machine off and back on by pushing the lever to the red dots and then back to the green dots again. (PAUSE) Now try it again. (PAUSE)

As we go along, I will ask you to take a telephone message, to make a shopping list, and to fill out a form. Do the best job you can but don't worry about making mistakes in your English or spelling. Put your answer in your own words. Try to include all the information you are given. Before you begin writing, push the lever to the red dots. When you are done or can't write any more, push the lever back to the green dots and wait for me to tell you what to do.

You should have a booklet and a pencil so that you can write down your answers. At the top of each page in your booklet is a page number. The information on page one should already be filled in. Now turn to page two. (PAUSE) There are numbers for each question. The questions you will hear are also written out so you can follow along. Please use the space after each number for your answer to that question. If there is something you don't understand up to this point, please stop the machine and ask one of the supervisors for help. (PAUSE)

Get ready for the first question. (PAUSE)

Please write a note to a member of your family. Ask them to go to the store and pick up one quart of milk, (PAUSE) one dozen eggs, (PAUSE) and a pound of meat.
REPEAT

NOW STOP THE MACHINE AND WRITE (PAUSE)

Now get ready to write for question 2. (PAUSE)

Please write a note to someone in your family. Tell them that you will not be home until 8 p.m. but that dinner is in the oven.
REPEAT
REPEAT

STOP MACHINE AND WRITE

Now get ready for question 3.

While you are at work, you receive a telephone call. Please take a telphone message. Stop the recorder after each sentence so that you get the whole message. I will say stop and write at the end of each sentence to help you. Here is the message. (PAUSE)

Tell Mr. Brown, B-R-O-W-N, that Mr. Kramer, K-R-A-M-E-R, called.
REPEAT

STOP MACHINE AND WRITE

Tell Mr. Brown that he will get his check for 300 dollars on Friday.
REPEAT

STOP MACHINE AND WRITE

Now get ready for question 4.

Here is another telephone message. I will say stop machine and write after each sentence to help you. (PAUSE)

Tell Mr. Jones that Midwest Construction Company called.
REPEAT

STOP MACHINE AND WRITE (PAUSE)

His order has come in, and he can pick it up after 2 o'clock.
REPEAT

STOP MACHINE AND WRITE (PAUSE)

Please turn to page four. (PAUSE)

You are applying for a job and you are asked to fill out a form. It looks like the form on page 4, next to the number 5. Fill in the information on the form as best you can. There is a place for your name, address and telephone number, what you did on your last job, and what kind of job you most like to do.
REPEAT

STOP MACHINE AND WRITE (PAUSE)

Please turn to page 5.

There is a complaint form next to number 6. You bought a radio from a department store. When you took the radio home, it did not work so you are taking it back to the store. At the store, the sales clerk asks you to fill out the complaint form. Answer each of the questions. These questions include your name, address and telephone number, what you bought, and what is wrong with it. (PAUSE)
REPEAT

Please turn to page 6. (PAUSE)

Now I am going to read a paragraph about smoking and cancer.

Although women smoke cigarettes as much as men, they do not suffer as much lung cancer. Why? The answer, according to statistician E. C. Hammond of the American Cancer Society, is simple: modern women do not smoke like men. On the average, they do not start smoking as young as men and do not inhale as deeply. Hammond also said, however, that the more women smoke like men, the higher will be their disease and death rates.

Let's go over this once more.

Now write down in your own words the most important things I have said. STOP THE MACHINE AND WRITE.

You have finished the test. We will ask you to take a test like this again in a few months. This will help you find out how much the program has helped your writing. Now I will play some music. When the music is over, give your answer sheet and the tape recorder to the supervisor.

Thank you.

NAME _____

DATE _____

CENTER _____

HOURS IN PROGRAM _____

INITIAL READING LEVEL _____

Question

1 Please write a note to a member of your family. Ask them to go to the store and pick up one quart of milk, one dozen eggs, and a pound of meat.

2 Please write a note for your family. Tell them that you will not be home until 8 p.m. but that dinner is in the oven.

Question

3 Tell Mr. Brown that Mr. Kramer called.

Tell Mr. Brown that he will get his check for 300 dollars on Friday.

4 Tell Mr. Jones that Midwest Construction Company called.

His order has come in. He can pick it up anytime after 2 o'clock.

Question

5

JOB APPLICATION

Name: _____

Address: _____

_____

Phone: _____

1. What did you do on your last job?

_____

_____

_____

2. What kind of work do you most like to do?

_____

_____

_____

Question

6

COMPLAINT FORM

Name: _____

Address: _____

_____

Phone: _____

1. What did you buy?

_____

_____

_____

2. What is wrong with it?

_____

_____

_____

_____

3. What do you want the store to do about it?

_____

_____

_____

_____

Question

7 Although women smoke cigarettes as much as men, they do not suffer as much lung cancer. Why? The answer, according to statistician E. C. Hammond of the American Cancer Society is simple: modern women do not smoke like men. On the average, they do not start smoking as young as men, and do not inhale as deeply. Hammond also said, however, that the more women smoke like men, the higher will be their disease and death rates.

SECTION 3

IDI PROCEDURES

Established Fall - 1969

Procedures for IDI Interview Staff

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PROCEDURES

Priorities:

1. All interviewed students, regardless of starting date.
2. Actives who started prior to August 15, 1969. (This includes ghost actives who have not had a session for two weeks or more and yet have not been dropped).
3. Students who have once dropped but are now actively reinstated (D & R, dropped and reinstated).
4. Students who have been dropped from the reading program. (D, drop).

Lists:

-If there exists a List of Interviewed People, do the names on this list first.
-Do not attempt an alphabetical list, as the files are usually set up according to class times.
-Make two Working Lists from the Weekly Progress File, a.m. and p.m.
-Choose students to work on from these lists with regard to avoiding conflict in using the files (They are needed daily by the attendants). Therefore, if you are working in the morning, code p.m. people, for example.
-As you are making up the list, be sure to exclude students who have NOT been interviewed and yet started after August 15th.
-Although filing problems differ from center to center, it is usually a good practise to take about five students from the working lists at one time and hunt down all the information on them. If you can not find some of this, set these names aside and get others. This way you can get right down to coding people who have all information readily available. Gather the problem names at intervals and search again and/or ask the supervisor. In many cases the supervisor can supply the material or explain why it is not there. Occasionally a student can not be coded because the information is lost.
-If more than one coder is working at a center, be sure each puts his initials next to the names on the working list that he intends to code. This is a precaution against double coding.
-Keep an accurate Master List of Code Numbers and Names.
-As you code a student, be sure to check the name off the working lists and add it to the master list.
-Keep a list of questions on each student with missing or conflicting information. At a time convenient to the supervisor, you can quickly run down the problems with her.
-Keep a list of questions on coding procedures to ask your IDI coordinator. No question is too silly, really. Look for problems and patterns and better ways to code information. Ask the questions and help work out the solutions.
-Do occasional Spot Checks with other coders, that is, carefully check your associates' coding on a student by going through the files and the code sheet column by column.

It seems to be a good idea to have several people working together at one center, especially as they are being trained. Problems and misunderstandings can be filtered through and worked out with collective gain.

CODE SHEET NOTES

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Card #1:

14 -Prison record: no information.
15 -Urban if in Chicago or large northern city more than 10 yrs.
16 -Code this as a "2" if the student has less than first grade education because this is definitely a lack of knowledge difficulty. This difficulty is also usually recorded on the first progress reports with scores of 10 or 20 for average knowledge.
18 -Number of dependents = number in the family.
19 -Military service: leave blank for women.
22, 23, 24 -Last job also means the present job if the student is currently employed.
33 -Violations in housing code: It seems no one listed any violations.
40, 41 -Age when completed highest grade in school is often figured out by subtracting year of birth from last year in school. Of course this is not always accurate or plausible.
46 -Reject files: No real files exist at the centers. King does have an index card file with names and dates of initial testing, but no reasons for rejection are given. It seems that the two main reasons for rejecting students are either that they lack adequate knowledge of the English language or that they already read above a 6th grade level.
51 -Everyday materials = adult education. There were very few "read for recreation" responses.
53, 54 -Distance from Wordpower site in blocks can often be figured out once the coder acquires a general knowledge of the streets in the city area of the center.
60+, 69 -Code as a "3" if unable to reach by phone but attempt was made.
61+, 70 -Reason for absence:

1. Illness	6. Returned to school
2. Employment conflict	7. Other
3. Family care	8. Inadequate information
4. New program	9. Moved
5. Not interested	*. Lack of car fare

74 -Code "3" means as of 10-2-69 no one had completed the whole program and had been sent slsewhere for another program. People who had completed Book 10 were all still returning for supplementary work and were therefore coded as "2" in col. 74 and as "2" in col. 76 for supplementary work. Code "4" in col. 74 refers to active ghosts, that is, students still in the active file who have not been in for a session in two weeks or more.
75 -Because no one had completed the whole program, there were no final referals.
77, 78 -Session: a day with at least one card completed in the machine. We did not count the introductory lessons as sessions because the stroke progression would not follow due to free type response.

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CODE SHEET NOTES (2)

-A day marked only "classroom," "study," "RAS," "Springboard," etc, is neither a session nor an absence.
-A day not marked is usually an absence. One way to tell is to check the card that should follow the last completed one. If this card is not done the following day and nothing is marked for that day, it is an absence. This may continue for several days, with the assistants writing in, for example, "S 1-4" (for Book 1, Card 4) for two or three days until a session takes place that completes this card to line 15. Sometimes the machines are crowded, and the student can not continue to his next card that day. In this case a note is usually written in for that day explaining or indicating "classroom." This is neither a session nor an absence.
-A week with five absences, that is in which the person never came, is disregarded completely. On the other hand, if at least one day is marked with a machine session, that one day counts as a session, and the other four days must be counted as absences if they are not marked as classroom work.

Card #2:

7 -All students take the same placement test. The Sullivan book level in which they place depends upon how far they correctly work in the test. The result is usually written on the cover as, for example, "Book #2." Occasionally there is no record of a placement test, or conflicting results are found. In this case, check the 1st week's progress report to see which book the student began in. Use this book as his placement level.

8 }
31} -Carefully check:
1. Date of exams, placing the earlist first in the columns. In case of several secondary tests, take the highest score unless it is marked as invalid. It pays to check with the supervisor.
2. Form: Roman numerals I or II. Precede a Form II scores with two x's before listing the results in the columns. There are not four sets of scores on Form II tests, so there will be room in the eight columns.
3. Two columns each for the four kinds of areas tested in each exam. Be sure to record only the grade level and not the raw score or the percentages or stanines. Place each grade level score in its respective columns, leaving blank columns for areas not tested in a particular exam. Often the vocabulary section does not have a score, for example.

32 -This really is asking for the highest grade level (not Sullivan book level) completed so far in the course. Usually a progress test is given as each Sullivan book is completed. However, if there is no record of

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CODE SHEET NOTES (3)

the latest test, take the last completed book as recorded in the weekly progress record. Then you convert this book level to grad level.

Series I = Book Levels 1-4	Book Levels 1+2 = 1st grade level
Series II = Book Levels 5-8	" " 3,4,5 = 2nd grade "
Series III = Book Levels 9-12	" " 6+7 = 3rd grade "
	" " 8,9,10 = 4th grade "

Please note that in the Progress Test booklets for each of the three series the levels tested are not marked. The inside cover of each test booklet looks the same: blank squares to record the grade on eight tests. Each level tested in each booklet has two tests, thus the eight squares.

33+
34 } - A week counts only if it contains at least one machine session. Weeks where the student was absent or only in the classroom and not in the machine do not count at all.

35+ - Look for the earliest back records of students who have been in the program for a long time. Because of bulk, the early sessions are sometimes pulled from the files and stored elsewhere. Also, be sure to code the weeks in order, earliest to most recent. The sheets are sometimes stacked with the latest on top, sometimes earliest on top. Be sure to check the progression of the weeks carefully, as the sheets are occasionally jumbled.

SIX DIMENSIONS OF EVALUATED WRITING SKILLS

RATING SCALE

1 = no response.

2 = verbatim copy of question, or totally deficient response.

3 = question is copied, but one or two words are changed, or a proper noun is inserted, indicating some understanding of the question and some ability to respond. This rating is also used for the below adequate response which nonetheless demonstrates some ability in the particular dimension.

4 = adequate performance in this area.

5 = above average; demonstrates superior ability in this area.

DIMENSIONS

1. Grammar, Spelling, and Punctuation

This dimension defines the students ability to express himself in correct English. It is concerned with the proper usages of the parts of speech, verb tenses, etc., as well as with the mechanics of spelling and punctuation.

The following are examples taken from actual student responses to the question (No. 7) which asks for a summary of an article on smoking and cancer, with their corresponding ratings and a brief commentary on the assignment of the rating:

High level response (5): "Women smoke cigarettes as much as men, but they do not inhale as deeply as men do. This response contains no errors in the dimension considered here.

Mid-level response (4): "Modern women do not smoke like men. They don't start smoking young like men does. And they don't inhale deeply as men does." This response contains an error in the verb form of "to do" after the word "men." The average student will make at least

one grammatical mistake in his response.

Low level response (3): "They do not smoke cigarettes, because the cancer infection. According to E. C. Hammond is simple." The poor grammar in this response is serious enough to merit the low rating, since the message has been distorted due to an omission of several words.

2. Attentiveness to Question, Comprehension

This area involves the ability to understand written instructions and directions, and respond in full to what is asked. An answer which is irrelevant or incomplete is the result of either an inattentiveness to the questions or an inability to comprehend written English.

The following are examples of responses to the question, "Please write a note to a member of your family. Ask them to go to the store and pick up one quart of milk, one dozen eggs, and a pound of meat."

High level response (5): "Mother, can you go to the store and get me one quart of milk, etc." This response answers the question and indicates complete understanding.

Mid-level response (4): "George, will you go to the store and buy some milk and eggs." The response here is not entirely accurate, yet it does indicate an understanding of the question. It is considered an average answer.

Low level response (3): "I go to the store and buy one quart of milk, etc." This response demonstrates a lack of understanding of the question since the student did not attempt to write a note directing another person to carry out the chore.

3. Sentence Structure

This area involves the ability to follow the established form of a correct English sentence. It is concerned with word order, positioning of clauses, run-on sentences, etc.

The following are examples taken again from the students' summary of the article on smoking:

High level response (5): "Women do not begin smoking as early as men. Also, they do not inhale as deeply as men do." There is no error in structure. A rating of "5" is given.

Mid-level response (4): "As modern women do not smoke like men. On the average, they do not start smoking as young as men." The first sentence in this response is poorly constructed since it is left incomplete. The student recovers in the second sentence and earns the 2-rating.

Low level response (3): "Well the most important things you have said on the average they do not start smoking as young as men and do not inhale as deeply and also the higher will be their disease and death rates." Here is a good example of a run-on, poorly constructed sentence.

4. Communication, Getting the Message Across

This dimension concentrates on the student's ability to make himself understood in written English. The tested individual may be extremely deficient in grammar and sentence structure, yet capable of conveying his thoughts to the reader.

The following examples are again responses to the question concerning the shopping list:

High level response (5): "John--, Please go to the store and buy one quart of milk, etc." The student has communicated precisely what is asked in his response.

Mid-level response (4): "My sister to go to the store and pick up one quart of milk, etc." There is a problem in wording here, yet the student has probably been successful in getting his message across to the reader.

Low level response (3): "One quart of milk, one dozen eggs and a pound of meat." The essential message has been here. The note does not direct anyone in the family to run the errand, and must therefore be assigned a 1-rating for communication.

5. Effective Use of Words

This dimension is concerned with vocabulary, word and idiom usage, and the avoidance of verbosity or unnecessary repetition. Conciseness of expression is important here, as well as the demonstration of a facility for choosing the right word at the right time.

The following are examples taken from the second question on the test, "Please write a note for your family. Tell them that you will not be home until 8 P.M., but that dinner is in the oven.":

High level response (5): "Dear Brenda, I won't be home for dinner. Debra and I have gone shopping. Erma has cooked dinner and it's in the oven. Will return home around 8 P.M." This response indicates a confident facility with words. The future and present perfect tenses of verbs not contained in the question, and the last fragmented sentence, "Will return home around 8 P.M.," captures the natural wording of a brief note.

Mid-level response (4): "Dear Virginia, I will not be home until 8 P.M. but the dinner is in the oven." This is a correct response but it depends entirely on the wording of the question for vocabulary and usage.

Low level response (3): "Jose--, I will not be home until 8 P.M. but that dinner is in the oven." The structure of this response is incorrect since it followed the wording of the question even more precisely than did the preceeding example. The student neglected to change the dependent clause "but that dinner is in the oven," and must therefore be assigned a 1-rating for this dimension.

6. Flexibility and Creativity

This dimension involves the student's ability to express himself freely, without having to depend on the structure of the question in order to phrase his response. Style is important here. The flexible response demonstrates the student's capacity for free and uninhibited expression. He answers the question accurately, but he does so in his own way. He

may even give some evidence of creativity by expanding his responses with relevant information or commentary.

The following examples are taken from the third question on the test, in two parts, "Tell Mr. Brown that Mr. Kramer called. Tell Mr. Brown that he will get his check for 300 dollars on Friday":

High level response (5): "Mr. Brown: A Mr. Kramer called you, and said your check for $300 would arrive on Friday, the 27th of June, as scheduled." The addition of "the 27th of June, as scheduled," is enough to earn the student a high rating for flexibility here. The student has also neatly combined the two parts of the question.

Mid-level response (4): "Mr. Brown: Mr. Kramer called and said you will get your check for $300 on Friday." This is an average response for this question, combining the two parts of the question, but supplying no additional information.

Low level response (3): "Mr. Brown: Mr. Kramer called. Mr. Brown: You will get your check for 300 dollars on Friday." No flexibility here, but the student has answered the question accurately and has been assigned a 1-rating for this dimension of writing skills.

SECTION 4

SAMPLE COMPLETED FORMS

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Question

1 Please write a note to a member of your family. Ask them to go to the store and pick up one quart of milk, one dozen eggs, and a pound of meat.

DARLING,

I WAS RUNNING LATE FOR SCHOOL, SO I MISSED MY PURSE BUT THE STORE AND GET THE CHEESE AT THE DELI AND BUY A DOZEN EGGS AND PICK UP A POUND OF HAMBURGER MEAT

2 Please write a note for your family. Tell them that you will not be home until 8 p.m. but that dinner is in the oven.

DARLING

I HAD TO GO TO A PUBLIC MEETING. I WON'T BE HOME UNTIL 8 P.M. IN AND THE WIFE DINNER IS IN THE OVEN SAVE ME AND EAT DINNER WITHOUT ME.

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Question

3 - Tell Mr. Brown that Mr. Kramer called.

Tell Mr. Brown that he will get his check for 300 dollars on Friday.

TO: MR BROWN

MR BROWN MR. KRAMER CALLED WHILE YOU WERE OUT. HE SAID HE WILL GET HIS CHECK FOR 300 DOLLARS ON FRIDAY.

4 Tell Mr. Jones that Midwest Construction Company called.

His order has come in. He can pick it up anytime after 2 o'clock.

TO MR. JONES

MR JONES MIDWEST CONSTRUCTION COMPANY CALLED TODAY AT 11:00. AND HIS ORDER HAS COME IN. HE CAN PICK IT UP ANYTIME AFTER 2 O'CLOCK.

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Question

5

JOB APPLICATION

Name: _____

Address: 315 S. CENTRAL, APT 315

_____

Phone: 721-2754

1. What did you do on your last job?

I WAS JUST SAID TO CUSTOMERS
AND ORDERS TO CASH.

2. What kind of work do you most like to do?

CLERICAL

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Question

6

COMPLAINT FORM

Name: _____

Address: [illegible] CENTRAL AVE.
CHICAGO [illegible]

Phone: [illegible]

1. What did you buy?

A FM-AM RADIO

2. What is wrong with it?

THE SOUND GOES UP AND DOWN
AND IT WON'T STAY ON ONE
STATION

3. What do you want the store to do about it?

BRING THE RADIO IN EXCHANGE
IT FOR ANOTHER RADIO.

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Question

7 Although women smoke cigarettes as much as men, they do not suffer as much lung cancer. Why? The answer, according to statistician E. C. Hammond of the American Cancer Society is simple: modern women do not smoke like men. On the average, they do not start smoking as young as men, and do not inhale as deeply. Hammond also said, however, that the more women smoke like men, the higher will be their disease and death rates.

THE MOST IMPORTANT THING THAT [illegible] WOMEN DOESN'T SUFFER AS MUCH LUNG CANCER THAN MEN BY E.C. HAMMOND IS THAT MODERN WOMEN DON'T SMOKE LIKE MEN AND THAT IS THE MOST IMPORTANT REASON WHY. HE SAID IF WOMEN DID SMOKE LIKE MEN & THE HIGHER THEIR DISEASE & DEATH RATES WOULD BE.

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2 CENTER · _____

3-6 STUDENT _____

DIRECT QUESTIONS (1-4)

4 2. grammar, spelling, punctuation
5 3. attentiveness to question; comprehension
4 3. adequate sentence structure
5 4. communication; gets message across
4 5. ability to use words effectively
4 6. flexibility, creativity

FORMS (5-6)

4 1. grammar, etc.
5 2. comprehension; attentiveness
4 3. adequate structure
5 4. communication
4 5. ability with words
4 6. flexibility

SUMMARY (7)

3 1. grammar, etc.
5 2. attentiveness
4 3. adequate structure
5 4. communication
4 5. ability with words
4 6. flexibility

SCALE

1 – blank

2 – verbatim copy or total deficiency

3 – below the average student tested in this area, but demonstrates some ability

4 – average performance in this area

5 – above average; demonstrates superior ability in this area

CENTER NAME _____ DATE 10/22/69

SUBMITTED BY _____

ENROLLEE TEST SCORES

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ENROLLEE NAME _____

Initial Testing

Stanford Achievement Test (SAT)

Test Form Pri. I - W Score

WR or M 1.8

PM could not test

Reading Placement Exam (Sullivan)

2nd Mistake in Book # 1

Machine Level Book # 1

Date: 3/13/69

2nd Testing after 12.3 * Machine Hours

Stanford Achievement Test (SAT)

Test Form Pri. I - X Score

WR or M 2.9

PM could not test

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # 1

Note: is a railroad porter and cannot attend regularly.

Date: 7/24/69

3rd Testing after _____ Machine Hours

Stanford Achievement Test (SAT)

Test Form _____ Score

WR or M _____

PM _____

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # _____

4th Testing after _____ Machine Hours

Stanford Achievement Test (SAT)

Test Form _____ Score

WR or M _____

PM _____

Reading Placement Exam (Sullivan)

2nd Mistake in Book # _____

Machine Level Book # _____

*Not less than 20 hours

CCUO-714-WP-2/25/70

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OPERATION WORDPOWER QUESTIONNAIRE

Interviewer_____ Interviewee ___ Center .

Shift 1 (2)

Opening Instructions: WE ARE TAKING A SURVEY OF THE PEOPLE IN THE OPERATION WORDPOWER PROGRAM TO FIND OUT HOW TO MAKE IT BETTER. I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOURSELF AND THE PROGRAM. PLEASE ANSWER THEM AS BEST YOU CAN. IF YOU DON'T UNDERSTAND A QUESTION ASK ME AND I'LL EXPLAIN IT.

(If you are asked a question at this point, try to use one of the stock answers below.)

Privacy: NO ONE AT THE CENTER WILL EVER SEE YOUR ANSWERS OR KNOW WHAT YOU SAID.

How Long: USUALLY THE INTERVIEW TAKES ABOUT 10 MINUTES.

Doesn't want to take the interview: I KNOW YOU ARE INTERESTED IN THE SUCCESS OF THIS PROGRAM. OUR CONVERSATION IS YOUR CHANCE TO MAKE IT BETTER FOR YOURSELF AND OTHERS.

---

1. HAVE YOU BEEN IN A READING PROGRAM BEFORE, OTHER THAN IN SCHOOL?

   _X_ No

   _____ Yes; DID YOU FINISH?

   _____ No

   _____ Yes

   WHAT WAS THE PROGRAM CALLED?

   _____

   DID THE PROGRAM HELP YOU?

   _____ No; WHY DIDN'T IT HELP YOU?

   _____ _____

   _____ Yes; HOW DID IT HELP YOU?

   _____

2. IF WE DIDN'T HAVE THIS PROGRAM WOULD YOU TRY TO ENTER SOME OTHER READING PROGRAM?

X No

____ Yes; DO YOU KNOW OF ANOTHER PROGRAM?

X No

____ Yes; WHAT IS IT CALLED?

_____

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3. WHAT THINGS ABOUT THE PROGRAM WERE IMPORTANT TO YOU WHEN YOU DECIDED TO ENTER THE PROGRAM?

reading + writing

ANSWER "YES" TO ANY OF THE FOLLOWING THAT WERE VERY IMPORTANT AND NO TO THE OTHERS.

NO IT WAS NEAR YOUR HOME;

YES YOU COULD WORK AT YOUR OWN SPEED;

YES YOU COULD WORK BY YOURSELF;

NO YOU COULD CHOOSE THE TIME TO COME;

NO YOU COULD BRING CHILDREN TO THE NURSERY;

YES YOU DON'T HAVE TO COMPETE WITH OTHER STUDENTS.

4. I'D LIKE TO ASK YOU ABOUT THE KINDS OF THINGS YOU HAVE TO READ AT HOME.

DO YOU HAVE NEWSPAPERS AT HOME?

X No

____ Yes; WHERE DO YOU GET YOUR NEWSPAPERS?

____ delivered

____ buy them

____ library

____ from friends or relatives

5. DO YOU HAVE MAGAZINES AT HOME?

X No

____ Yes; WHERE DO YOU GET THEM?

____ delivered

____ buy them

____ library

____ from friends or relatives

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6. DO YOU HAVE BOOKS AT HOME?

X No

____ Yes; WHERE TO YOU GET YOUR BOOKS?

____ buy them

____ library

____ from friends or relatives

7. WHAT DO YOU LIKE TO READ MOST?

X BOOKS, OR

____ MAGAZINES, OR

____ NEWSPAPERS

(Insert choice from part one, ↓)

WHY DO YOU LIKE TO READ Books ?

✓ FOR ENJOYMENT, OR

✓ FOR STUDY, OR

____ FOR SHOPPING AND AROUND THE HOME.

____ OTHER

8. DO YOU READ NEWSPAPERS?

____ No

✓ Yes; WHAT SECTIONS DO YOU TURN TO?

✓ headlines - front page

____ sports

____ comics - funnies

____ want ads

____ store advertisements or sales

✓ other

9. ANSWER YES TO THE THINGS YOU COULDN'T DO BEFORE YOU BEGAN THE PROGRAM.

YES READ ADS.
YES ANSWER ADS.
YES FILL OUT JOB FORMS.
_____ OTHER _____

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10. WHAT THINGS CAN YOU DO BETTER BECAUSE OF THE READING YOU LEARNED HERE?

✓ READ ADS.
✓ ANSWER ADS.
✓ FILL OUT JOB FORMS.
✓ GET A BETTER JOB.
_____ OTHER _____
_____

11. 10 WHAT GRADE DID YOU FINISH IN SCHOOL?

12. DO YOU PLAN TO GET MORE SCHOOLING?

_____ NO
✓ YES

13. HOW DO YOUR FRIENDS OR FAMILY HELP YOU SUCCEED IN THIS PROGRAM?

✓ DO THEY HELP WITH CHORES?
_____ DO THEY BABYSIT?
✓ DO THEY GIVE CARFARE?
✓ DO THEY HELP WITH READING?
✓ DO THEY WANT YOU TO GET AHEAD?

14. WHAT DO THE PEOPLE YOU LIVE WITH READ?

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_____ DO THEY READ BOOKS?
_____ DO THEY READ MAGAZINES?
__✓__ DO THEY READ NEWSPAPERS?
_____ DO THEY READ OTHER THINGS?
WHAT ARE THOSE OTHER THINGS? _____

15. ARE YOU MOST INTERESTED IN LEARNING TO READ:

_____ FOR ENJOYMENT, OR
__✓__ FOR STUDY, OR
_____ FOR SHOPPING AND AROUND THE HOME,
__✓__ FOR JOB OPPORTUNITY.

16. WHAT DO YOU LIKE TO READ ABOUT MOST:

__✓__ HOW TO DO THINGS, OR
_____ ADVENTURE AND ACTION, OR
__✓__ NEWS, OR
_____ STORIES ABOUT REAL PEOPLE, OR
_____ SPORTS, OR
_____ OTHER _____

17. ARE THE STORIES ON THE TYPEWRITER INTERESTING?

_____ NO
__✓__ YES

ARE THEY ABOUT IMPORTANT THINGS?

_____ NO
__✓__ YES

18. SHOULD MORE TIME BE SPENT ON STUDENTS WORKING WITH THE INSTRUCTOR?

_____ NO
__✓__ YES

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19. WHAT WOULD YOU LIKE TO SPEND MORE TIME WITH THE INSTRUCTOR DOING?

__✓__ ASKING QUESTIONS ABOUT THE PROGRAM
__✓__ GETTING SPECIAL HELP
__✓__ WORKING ON WRITING
__✓__ OTHER Reading

20. WOULD YOU LIKE TO SPEND MORE TIME:

__✓__ ON THE TALKING TYPEWRITER, OR
_____ IN THE READING CENTER, OR
_____ ON OTHER THINGS_____

21. HOW MUCH TIME, OUTSIDE OF THE CENTER, DO YOU SPEND READING EACH DAY?

_____ NONE
_____ 10 MINUTES OR LESS
_____ 20 TO 30 MINUTES
__✓__ OVER 30 MINUTES

22. HAS WHAT YOU LEARNED HELPED YOU WITH:

__✓__ READING SIGNS, LABELS AND INSTRUCTIONS.
__✓__ READING FOR ENJOYMENT.
_____ READING TO LEARN SOMETHING.
__✓__ READING WANT ADS.
__✓__ READING TO DO BETTER ON A JOB.